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THAILAND

A Guide to the Academic Placement of Students from the Kingdom of Thailand in United States Educational Institutions

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WORLD EDUCATION SERIES

A SERVICE OF THE COMMITTEE ON FOREIGN STUDENTS
OF THE AMERICAN ASSOCIATION OF
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U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
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THAILAND

A Guide to the Academic Placement of Students from the Kingdom of Thailand in United States Educational Institutions

1959

Prepared by

CARL G. F. FRANZÉN
Professor of Secondary Education
Indiana University

Placement recommendations by the Council on
Evaluation of Foreign Student Credentials,
meeting December 10-11, 1958

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The World Education Series

ADMISSIONS OFFICERS in American colleges and universities at both the undergraduate and graduate levels have long been concerned with the problems of proper placement of students who come to the United States from other countries. Despite excellent service from the United States Office of Education, and the help given by publications such as Mrs. Sasnett's *Educational Systems of the World,* there is still a disturbing degree of diversity in the evaluation of foreign student credentials. In the hope of achieving greater uniformity in the evaluation of such credentials, and, more important, a placement that will insure the foreign student a greater chance of academic success, the American Association of Collegiate Registrars and Admissions Officers appointed in 1955 a special committee to arrange for reports on the educational systems of foreign countries, with recommendations for the placement of students coming from those countries to educational institutions in the United States.

The Committee felt a need for coordinating the opinion of all groups interested in the placement of foreign students, so its first act was to arrange meetings which resulted in the organization of a Council on the Evaluation of Foreign Student Credentials. The membership of this Council is listed on the inside front cover. AACRAO's Committee invited individuals on United States campuses to prepare factual reports on educational developments in various countries. The educational institutions with which the individual authors are associated, are, of course, not responsible for the contents of the reports. These reports, while in manuscript, are reviewed by the Council on Evaluation and the Council incorporates into each report recommendations regarding the academic placement of foreign students coming into United States educational institutions.

The following report on Thailand is intended to help admissions officers to arrive at their own decisions on the proper and equitable placement of individual students. Admissions officers should, of course, give due consideration to the purposes, organization, and requirements of their own institutions, and to the academic and personal needs of each student concerned. In considering the problems involved in placement, admissions officers will find two current publications of great value: *Do-It-Yourself Evaluation of Foreign Student*

Credentials, published by AACRAO as a part of this series, and *A Guide to the Admission and Placement of Foreign Students,* published by the Institute of International Education and related to this series.

Preface

IT IS A PLEASURE to present this description of Thai education prepared by an expert who recently spent two years in intimate contact with the system in Thailand.

Dr. Carl G. F. Franzén, for many years professor of secondary education at Indiana University and chairman of the Indiana State Committee of the North Central Association of Colleges and Secondary Schools, spent the time from January, 1955 to July, 1956 in Thailand as a staff member in secondary education of the Indiana University contract group helping to establish a four-year College of Education in Bangkok.

While there he visited all kinds of schools and higher institutions of learning and gathered material from which he prepared a full descriptive treatise, including much statistical and detailed information beyond the scope of this volume. After his return, Cecilia Hendricks, associate professor emeritus of English of Indiana University, and the secretary of the Council on Evaluation of Foreign Student Credentials selected and adapted such parts of the material as seemed appropriate to purposes of the World Education Series.

In making this selection we have kept proportionately more material on specialized and non-preparatory types of education than has been included in other volumes of the World Education Series. We have done this for the following reasons:

1. Such schools seem to play a large role in Thai education, and persons who have graduated from them are in professional positions and frequently come to the United States for further education.
2. Many of these programs are different from anything within the experience of most American educators.
3. This is the first opportunity we have had to present in the World Education Series a description of this type of education, and a somewhat full description here will make it easier to comprehend similar programs in other countries to be covered in later volumes.
4. Dr. Franzén's description has merit both as research and for its human interest.

The sections entitled "Placement Recommendations" scattered throughout the volume did not for the most part originate with Dr. Franzén, though some parts of them did. The Council on Evaluation of Foreign Student Credentials takes responsibility for all placement recommendations.

Dr. Willis P. Porter, professor of education at Indiana University and coordinator of the Indiana University Thailand Project; Dr. Hanne Hicks, professor of education at Indiana University and also a member of the Thailand group; Dr. William L. Spalding, specialist, and Mrs. Marcia Taff Berrien, research assistant, both in Comparative Education, Far Eastern Countries, at the United States Office of Education read the manuscript and gave valuable constructive suggestions. Dr. Porter furnished much of the material used in footnotes.

Dr. Douglas R. Sherman, assistant to the provost at Wayne University, supplied material added to the section on Technical Institutes.

WILLIAM H. STRAIN
Secretary of the Council
on Evaluation of Foreign Student
Credentials

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I. Overall Perspective

GENERAL INTRODUCTION

AT PRESENT the whole educational system of Thailand is in a ferment. Committees have been appointed by the Ministry to study the elementary curriculum, to consider the proper function of the first three years of the matayom, or secondary school, and to examine the whole area of vocational education. The reasons for this interest are many. There is much talk of training in the ways of democracy. There is growing dissatisfaction with the academic character of secondary education, with its very limited goals. There is alarm over the great numbers of boys and girls who have had no sound schooling beyond pratom 4, the fourth year of elementary school. There is a growing realization of the inadequate type of the vocational education available.

Thailand and its leaders are convinced that education is not just for the elite, but for all the children of all the people. During the past fifty years many Thai have lived and studied in England, the United States, and the Philippines; and, imbued with the spirit of democracy which they have observed in these countries, have acted as missionaries, wishing to see something of the sort carry over to Thailand. The result is that the common man is receiving recognition and is being considered an important unit in the program of training for democracy.

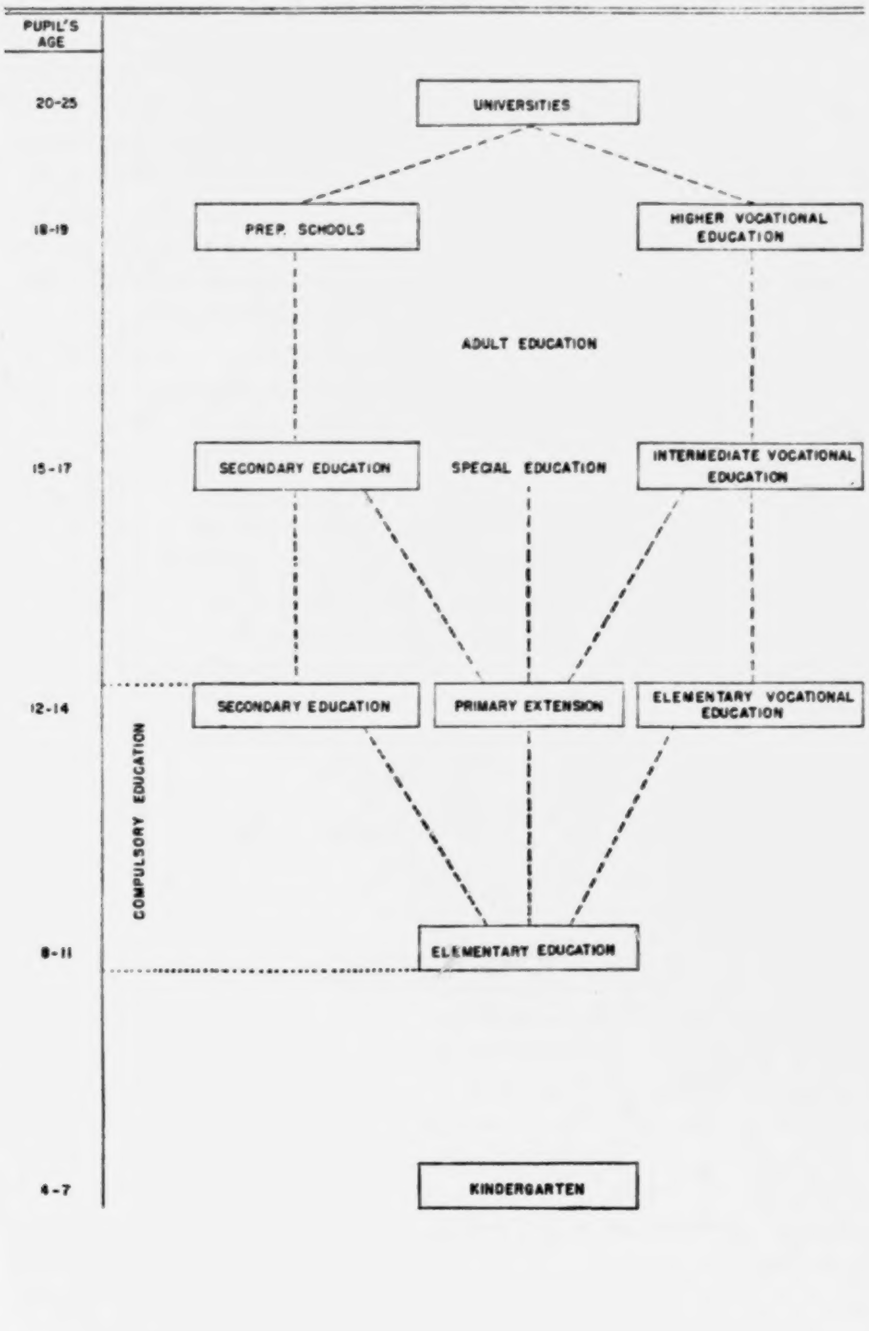
CHARTS OF THE EDUCATIONAL SYSTEM

Present day education in Thailand has two objectives, viz., civil service and university entrance. This brochure attempts to explain the steps leading to these two ends. To understand how these steps succeed each other it is necessary to know something of the school system as a whole. To assist in a quick overview, two charts have been included. Table 1 was furnished by Mr. Chaiwat Yuktiratna, the registrar of the College of Education, Prasarn Mitr Road in Bangkok. It is obviously oversimplified but is for that reason easier to understand.

Table 2 was drawn specifically to illustrate this text, and attempts to present as fully as space permits the various types and levels of education, the principal educational institutions, and the opportunities to progress from one level to another. Obviously the limitations of

TABLE 1

EDUCATIONAL PROGRAM


PUPIL'S AGE
20-25
UNIVERSITIES
18-19
PREP. SCHOOLS
HIGHER VOCATIONAL EDUCATION
ADULT EDUCATION
15-17
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SECONDARY EDUCATION
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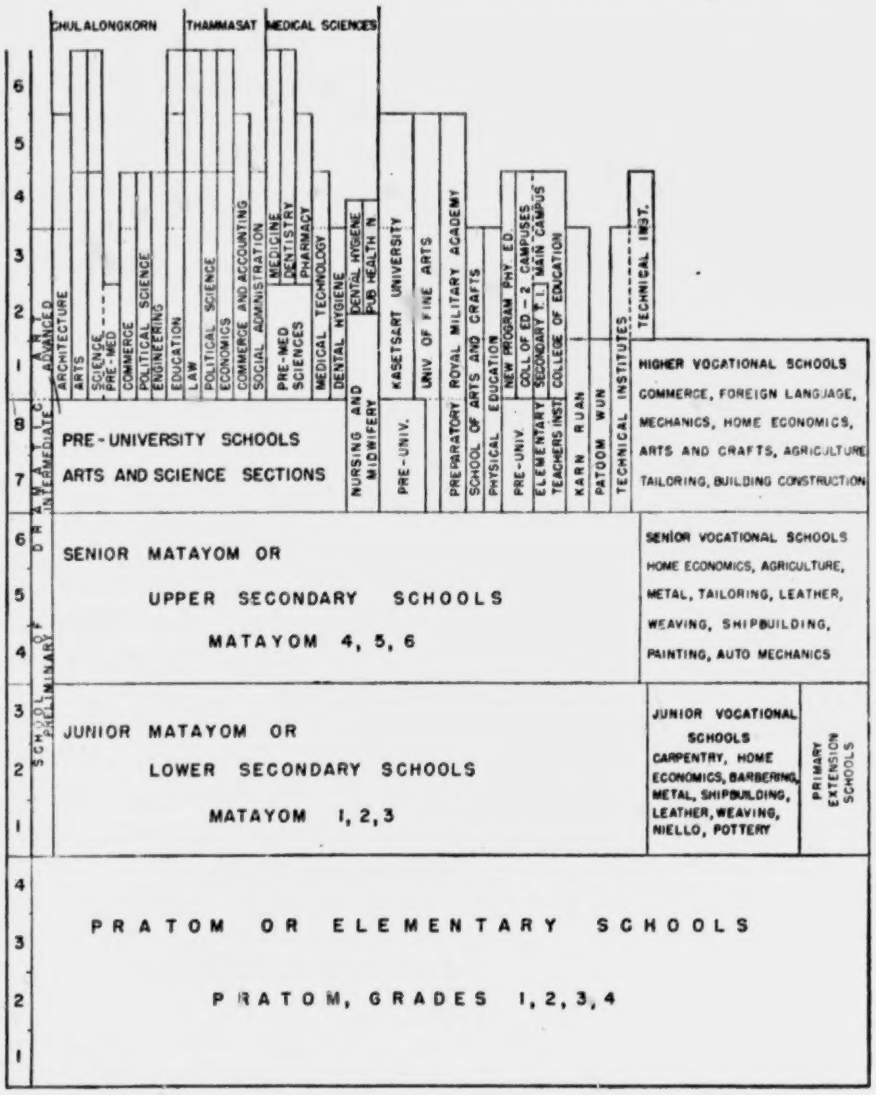
COMPULSORY EDUCATION
8-11
ELEMENTARY EDUCATION
4-7
KINDERGARTEN

TABLE 2

EDUCATIONAL SYSTEM, SHOWING PRINCIPAL INSTITUTIONS AND PROGRAMS


CHULALONGKORN
THAMMASAT
MEDICAL SCIENCES
SCHOOL OF DRAMATIC ART
ADVANCED
INTERMEDIATE
PRELIMINARY
ARCHITECTURE
ARTS
SCIENCE
PRE-MED
COMMERCE
POLITICAL SCIENCE
ENGINEERING
EDUCATION
LAW
POLITICAL SCIENCE
ECONOMICS
COMMERCE AND ACCOUNTING
SOCIAL ADMINISTRATION
MEDICINE
DENTISTRY
PHARMACY
PRE-MED SCIENCES
MEDICAL TECHNOLOGY
DENTAL HYGIENE
DENTAL HYGIENE
PUB HEALTH N
NURSING AND MIDWIFERY
KASETSART UNIVERSITY
PRE-UNIV.
UNIV OF FINE ARTS
ROYAL MILITARY ACADEMY
PREPARATORY
SCHOOL OF ARTS AND CRAFTS
PHYSICAL EDUCATION
NEW PROGRAM PHY. ED.
PRE-UNIV.
COLL OF ED - 2 CAMPUSES
SECONDARY T. I.
MAIN CAMPUS
ELEMENTARY TEACHERS INST
COLLEGE OF EDUCATION
KARN RUAN
PATOOM WUN
TECHNICAL INSTITUTES
TECHNICAL INST.
PRE-UNIVERSITY SCHOOLS
ARTS AND SCIENCE SECTIONS
HIGHER VOCATIONAL SCHOOLS
COMMERCE, FOREIGN LANGUAGE, MECHANICS, HOME ECONOMICS, ARTS AND CRAFTS, AGRICULTURE TAILORING, BUILDING CONSTRUCTION
SENIOR MATAYOM OR
UPPER SECONDARY SCHOOLS
MATAYOM 4, 5, 6
SENIOR VOCATIONAL SCHOOLS
HOME ECONOMICS, AGRICULTURE, METAL, TAILORING, LEATHER, WEAVING, SHIPBUILDING, PAINTING, AUTO MECHANICS
JUNIOR MATAYOM OR
LOWER SECONDARY SCHOOLS
MATAYOM 1, 2, 3
JUNIOR VOCATIONAL SCHOOLS
CARPENTRY, HOME ECONOMICS, BARBERING, METAL, SHIPBUILDING, LEATHER, WEAVING, NIELLO, POTTERY
PRIMARY EXTENSION SCHOOLS
PRATOM OR ELEMENTARY SCHOOLS
PRATOM, GRADES 1, 2, 3, 4
1
2
3
4
5
6
7
8

Anyone wishing to know for how long programs diagrammed in Table 2 have been in effect, should consult relevant portions of the text. Many of the academic programs have been in approximately the pattern shown for some twenty years, while technical and professional specializations have generally developed more recently. Some indeed are only now taking the shape indicated. Diagram designed by William H. Strain.

space prevent showing details of some of the programs and the opportunities to transfer from one type of school to another. The following verbal description will supplement the table.

From the pratom, or elementary school, a student may go for another three years to the junior matayom (secondary) school, to the primary extension school, to any of various junior vocational schools, or to the preliminary level of the School of Dramatic Art.

Those who finish junior matayom may then go for three years to the senior matayom school, or they may switch to one of the various senior vocational schools. Those who finish junior vocational schools often continue in senior vocational schools.

At present there is little provision for those who finish the primary extension school to go elsewhere than to the senior vocational schools. Students who spend three years in the preliminary division of the School of Dramatic Art may continue in that school.

Students who finish the six-year matayom school have the following possibilities of continuing their education: the pre-university; teacher training in an elementary teacher training institute or in an institution specializing in arts and crafts, physical education, home economics, kindergarten, or languages; a technical institute or the Patoom Wun School of Engineering; various higher vocational schools; nursing and midwifery; or the preparatory division of such institutions as the Royal Military Academy or the University of Fine Arts.

Graduates of the pre-university course may enter the appropriate Faculty (school) of Chulalongkorn University, Thammasat University, the University of Medical Sciences, Kasetsart University, the University of Fine Arts, or the Patoom Wun and Bang Saen branches of the College of Education.

Those who finish the Elementary Teacher Training Institute course may take two more years in the Secondary Teacher Training Institute, or they may enter the freshman year of the College of Education. If they take two years in the Secondary Teacher Training Institute they are eligible to enter the junior year of the College of Education. Graduates of the three-year commercial school and foreign languages school in the higher vocational group are eligible to enter certain programs in Chulalongkorn or Thammasat universities. Graduates of several higher vocational schools are eligible to go to certain programs in the Technical Institute.

The descriptions given in this brochure of the various tracks that may be followed do not do full justice to the situation, inasmuch as the whole educational system of Thailand is in transition. Plans are afoot to make it possible for some of the graduates of the primary extension schools to go to a senior matayom school, and for girls in home economics to take two additional years of training. The whole program of vocational education is being restudied by Thai authorities for improvement and expansion.[1]

---

[1] There is a movement on foot to bring the programs of junior matayom, junior vocational, and primary extension schools into such conformity that the three will be practically interchangeable, thus allowing pupils who wish to do so to move back into the academic track.

II. Elementary and Primary Extension Schools

BEGINNINGS OF THAI EDUCATION

THE FIRST TEACHERS in Thailand were priests who gave instruction in religion, Sanskrit, and Pali to young men who were in training for the priesthood. When educational privileges were extended to those who were not candidates for the priesthood, it was still the priests who had charge. Reading, writing, arithmetic, and moral principles formed the content of the curriculum. Only boys were taught.

In the seventeenth century French missionary schools were set up and court youths were sent to them. About this time some Greek influence entered the picture briefly.

In the early nineteenth century, Thai characters were made available in print for the first time, and it was then possible to prepare books and pamphlets in sufficient numbers to be used by many people, not merely by a select group. In the reign of King Mongkut, the father of King Chulalongkorn, Thai education was again influenced by the West. The Presbyterians established missionary schools beginning in 1852, and these were followed later by other Protestant denominations. The teaching personnel of the missionary schools was recruited from the homeland of the denomination. Most of the teachers had at least some college training. As time passed, the emphasis on religion, though always present, became less dominant.

The first school of modern times was set up in the palace in 1871 by King Chulalongkorn to teach Thai to children of royalty and of government officials. Two English schools followed, one under the direction of George Francis Patterson from 1871-76. The second was set up outside the palace, by sons of royalty and government officials. The headmaster was Dr. MacFarland, an American. In 1882 Prince Damrong, who had been educated under Patterson, established and had charge of the Royal Pages School which eventually became Chulalongkorn University. It was located on palace grounds for its first eleven years, and then moved to its present site. The teachers were English and Thai.

In 1884 King Chulalongkorn started the first boys' school for the common people in Wat Mahan in Bangkok. Later such schools were opened in the provinces, with priests as teachers. By 1886 there were twenty-one such schools in Bangkok and fourteen in provincial cities, all of them in temples. Up to this time the teachers were any individuals who were willing to teach. As the schools increased in number, especially in Bangkok, the king found it necessary in 1887 to establish a department of education. In 1892 the department was raised to the status of a ministry. In the same year the first teacher training school was established at Wat Benjama Rajudit. There was a strong English influence on the curriculum.

Since girls were not permitted to attend schools taught by priests, they had to be content with such missionary and private schools as were open to them. The government was slow in setting up schools for girls, although King Chulalongkorn organized one for ladies of the court and daughters of the nobility as early as 1880 at Sunanthalai. The first girls' school corresponding to the boys' school in Wat Mahan was started in Bangkok in 1901.

In 1898 the lay priest schools were brought into the state system of education. In 1902 provincial education officers were appointed, and in 1906 they began to conduct official inspection of priest schools which, after that, were required to submit reports to the Ministry.

THE PRATOM, OR ELEMENTARY, SCHOOLS

In 1907 the educational system was divided into three divisions: primary, three years; elementary, three years; and secondary, five years. In 1913 King Vajiravudh established a system that lasted until 1937. Under it, the principal stage of primary education was three years in length, after which pupils had three choices: (1) go to the initial stage of the secondary school; (2) go to a junior vocational school; (3) continue two more years in primary education where various kinds of practical arts were studied, according to the needs of the different localities. During this king's reign, government schools were opened in rural areas, but in too few numbers to take care of the children. The only junior vocational schools, not many in number, were in Bangkok. Consequently the opportunity to advance from the primary school was very limited. In 1911 Boy Scouting was introduced and made compulsory in all primary and secondary schools.

In 1921 a compulsory school law was passed, but it was not put into operation until after the revolution of 1932. The People's Party, then in power, was very ambitious in its program of public education, but it was hindered by the task of getting money to finance the program. In 1937 it did inaugurate one important change: the principal stage of primary education was increased from three to four years, with the elimination of the two years of further primary vocational education.

Promotion in the pratom schools is based entirely on the results of the final examination. In grades 1, 2, and 3 the examinations are made out by the school. At the end of grade 4 the final examinations are controlled by the amphur, or district, education officer.

There are two classes of private schools, "recognized" and "ordinary." A recognized school runs its own examinations, and its leaving certificate has the same value as that of a government school. An ordinary school runs its own examinations except the final ones leading to the next higher school, as in pratom 4, matayom 3, and matayom 6. For giving these examinations the ordinary school must join with a government school or with a recognized private school.

TABLE 3

CURRICULUM OF THE PRATOM SCHOOL

	Hours Per Week			
	1st Grade	2nd Grade	3rd Grade	4th Grade
Thai language	11	11	9	9
Arithmetic	3	3	4	4
Singing, handicraft and manual work	3	3	3	3
Geography and history	2	2	2	2
Nature study	2	2	3	3
Physical education, Boy Scout, Red Cross	3	3	3	3
Morality	1	1	1	1
Elementary civics	1	1	1	1
Health education	1	1	1	1
Drawing	1	1	1	1
	—	—	—	—
Total	28	28	28	28

The number of children who finished the fourth grade in the years 1951 to 1953 ran from 53.5 per cent to 58.8 per cent of those who entered the first grade. In 1954 and 1955 the percentages were 70.6 per cent and 73.3 per cent. The figures show that about one-fourth of the pupils in any class are likely to be repeating that grade.

The records also show that less than half of the pupils who finish the fourth grade of the pratom schools go on to the matayom schools. There are three reasons: (1) inability to get into a matayom school of any kind because none is available, or because the available ones are filled; (2) inability of parents to afford school beyond the four compulsory grades; (3) a lack of desire for further schooling. In the four-year period from 1952 to 1956 the number going to primary extension schools has tripled, and the number going to vocational schools has increased by 10 per cent. The normal age for pupils to complete pratom 4 is eleven years. Those who are fifteen may leave school, whether or not they have finished. Those who have completed the four grades may leave, no matter how young they may be.

Those who are only eleven when they finish have serious problems. If they pass the entrance examinations to matayom 1 they may enter there. Those who fail the examinations may enter a vocational school or a primary extension school if one is available, and if they are accepted. But there are not enough such schools to provide places for all. So, many pupils must drop out of school at the age of eleven.

THE PRIMARY EXTENSION SCHOOL

In 1951 most of the members of the Ministry of Education, including the Director General, were Thai men who had received their education in England, where they had been profoundly affected and influenced by the revolutionary Education Act passed in England in 1944. Working on the problem of doing something similar in Thailand, they set up experimental schools in Bangkok. Thomas Wilson of UNESCO was instrumental in establishing at the same time an experimental school under UNESCO auspices. He incorporated it with one of the Thai experimental schools, giving the school the name "progressive" school. That name soon gave way to "primary extension," because the school was an extension of the pratom.

At this time the demand from the amphurs, or districts, for more than pratom, or primary education, was increasing. The Ministry of Education opened some matayom schools, but not in sufficient numbers to satisfy the demand. The Ministry, perhaps for budgetary reasons, encouraged the opening of private schools in the amphurs, but the private schools that were set up found it difficult to get good teachers.

Such was the situation when the primary extension idea began to take hold in the Ministry of Education. So, in 1952, instead of opening seventy-two new junior matayom schools planned for the amphurs, the Ministry transferred the new schools to the department of elementary education. These seventy-two, plus two already in existence, gave the elementary department seventy-four primary extension schools as a starter. From this beginning in 1952 the department of elementary education opened primary extension schools in various parts of the country. By 1955, 216 had been established, with 711 teachers, and 19,507 pupils. The aim is to have at least one primary extension school in each of the approximately 500 amphurs. There are 111 amphurs without any kind of matayom school because of a shortage of both money and teachers. In meeting the teacher problem, the primary extension school has an advantage in that it can more readily make use of elementary teachers. There are, of course, not enough teachers qualified in the areas of practical arts, and the ideal curriculum has not yet been achieved in all of the 216 primary extension schools.[1]

The primary extension school compares favorably with junior matayom and private schools because it tends to create an interest in the practical subjects. The boys and girls who go to the primary extension schools have a different spirit, a different point of view. The greatest new feature is the attention given to agriculture, though shop and home economics are also recognized. Shop deals mostly with carpentry, though some metal work is being added. Home economics has as its objective the improvement of family life. In agriculture there are individual pupil plots and school gardens. The characteristic flowers and vegetables of the area are grown, plus corn and tomatoes introduced by the school. Another important agricultural project is the improvement of poultry to increase fowl and egg production. A better feed ration is being developed. The use of the incubator is being introduced. Animal husbandry and crop courses are adapted to local need.

The boys and girls in the primary extension schools display enthusiasm in carrying on their activities. Some schools have developed an adult education program in which parents are invited to use shop facilities and sewing machines.

It is the belief of the department of elementary education that a primary extension school is an improvement over a local private school or a junior matayom school, because it is a more realistic school, one in which the hand supplements the head.

No uniform courses of study exist as yet.

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[1] Later information indicates that by 1957 at least one primary extension school had been established in each amphur and that the trend is toward a seven-year program of elementary education with a common curriculum for primary extension, junior vocational, and junior matayom schools.

III. Secondary Education

DEVELOPMENT

ELEMENTARY EDUCATION as such ends with the fourth year of the pratom school. It is at this point that the greatest dropout occurs. In 1947 less than 4 per cent of those who had entered the first grade in 1943 went on to any higher school. Since 1952 the primary extension school has considerably increased the number. Even so, in 1954, 72 per cent of the boys and girls who that year finished the pratom school did not go on to any secondary school.

The original purpose of secondary education was to train the young men of the nobility for positions of government service. Graduation was followed by a period of probation under His Majesty's patronage, after which the young men were assigned to work in various offices of the Kingdom.

In 1913 King Vajiravudh organized education with a primary school of three years and a secondary of eight years, making a total education of eleven years. In 1937 the present arrangement was introduced. Under it the primary or pratom school was increased to four years. The secondary, or matayom school as now organized has three divisions: the junior secondary, matayom 1, 2, and 3; the senior secondary, matayom 4, 5, and 6; and the pre-university, matayom 7 and 8. From the time Chulalongkorn University was established in 1917, graduation from matayom 8 has been required for entrance. With the founding of the university, students had another incentive to take up academic secondary education: entrance to the university in addition to a civil service job.

Both these goals tended to restrict the kind of curriculum offered in the secondary school. At first the same course was given to all students, but in 1929 the two pre-university years were divided into three tracks: language, science, and general. In 1933 this was reduced to the present pattern of only two tracks: arts and science.

FACILITIES AND PRACTICES

Students walk to school or ride bicycles, or, in a metropolis like Bangkok, they may ride trains or busses, or be brought to school in cars by their parents. In one school, 80 per cent of the boys came on bicycles. Lunches are brought in tin or porcelain receptacles, or bought from concessionaires permitted to come at noon to sell food. In many schools little attention is paid to sanitation and to the hygiene of food preparation and serving. Everything is done in open-air, unscreened areas.

There are few textbooks. The teacher lectures, often from the notes he took in the teacher training institution he may have attended. Students take notes and practically memorize them for the final examinations. In science classes the teacher lectures without using demonstration apparatus. Illustrations are drawings which the teacher puts on the blackboard and the students copy into their notebooks. In a history class it is not unusual for one student to read while the others copy what he reads. The result is that the notebook is the invaluable source upon which students depend for all they need to know to pass the final examinations. The success or the failure of the student depends on what he does on these examinations, and the examination grades are the grades for the entire year.

Office equipment varies. Records are kept in manila folders laid flat in glass-doored bookcases. Most schools have typewriters. Laboratories are rare, and what equipment there is, is kept under lock and key. The number of reference books is small; perhaps an American encyclopedia and a dictionary will be among them. Collateral or reference reading is not required.

The buildings of the secondary schools are often uninspiring. For many years a standard wooden structure with the same architectural pattern and room arrangement was used. Recently, however, buildings are being constructed of masonry with varying patterns.

The course of study is prescribed by the Ministry of Education, and is the same for all pupils in the junior and senior matayom. In the pre-university course there is a choice of two tracks, arts and science, but all students in each track take the same course.

For entrance to junior matayom, graduation from pratom 4 is required, and also the passing of an entrance examination to mayatom 1. At the end of junior matayom a final examination must be passed, and also another examination, which is an entrance examination to senior matayom. The same process is repeated at the end of matayom 6 for the pre-university course.

The school year begins the middle of May and lasts until the following March. The year has three terms of twelve to thirteen weeks each, six days a week, with a minimum of two hundred schools days a year.

JUNIOR MATAYOM

TABLE 4

CURRICULUM OF THE JUNIOR MATAYOM

Subjects	*Class Meetings Per Week*		
	Grade 1	Grade 2	Grade 3
Thai	6	6	6
English	6	6	6
Mathematics	4	4	4
Elementary science	3	3	3
Singing and handicraft	3	3	3
Geography and history	2	2	2
Physical education, Boy Scout, Junior Red Cross	2	2	2
Ethics	1	1	1
Citizenship	1	1	1
Hygiene	1	1	1
Drawing	1	1	1
Total class meetings per week	30	30	30

As Table 4 shows, greatest emphasis is on Thai, English, and mathematics. Geography and history receive less attention. Although much time is given to English, the results are disappointing. Many teachers of the subject have heard little spoken English and cannot teach it orally. The consequence is that students learn grammar details, but do not speak the language. If they do, they speak Thai English.

At the end of matayom 3 many students leave the preparatory school system. Some of these enter senior vocational schools, but a considerable portion are ending formal education at this level.

TABLE 5

CURRICULUM OF THE SENIOR MATAYOM

Subjects	*Class Meetings Per Week*		
	Grade 4	Grade 5	Grade 6
English	6	6	6
Mathematics	6	6	6
Thai	5	5	5
Science	3	3	3
Geography and history	3	3	3
Handicraft	2	2	2
Physical education, Boy Scout, Junior Red Cross	2	2	2
Ethics	1	1	1
Civics	1	1	1
Drawing	1	1	1
Total class meetings per week	30	30	30

SENIOR MATAYOM

In the senior matayom as compared to junior matayom, there is slightly less emphasis on Thai, the same amount of time is given to English, and increased time is devoted to mathematics, geography, and history. In handicraft the boys and girls are likely to make different articles. Scouting is for boys, Junior Red Cross for girls.

Those who successfully pass the uniform examinations at the end of matayom 6 receive a testimonial, or certificate, showing the percentage grade received on the final examination. The certificate serves as a reference to employers, to the various higher branches of government and civil service, to higher vocational or teacher training schools, and to the pre-university school.

PRE-UNIVERSITY

The final examinations in matayom 6, prepared by the Ministry of Education for all matayom schools and not by the schools themselves, must be passed to secure admission to grades 7 and 8, the pre-university course. There is also an entrance examination to grade 7.

Upon entering the pre-university school the student elects one of two tracks: Arts, or Science. The Arts course, successfully finished, gives eligibility to take the following subjects when the student enters

TABLE [illegible]

CURRICULUM OF THE PRE-UNIVERSITY

Subjects	*Arts Course*		*Science Course*	
Required	1st year	2nd year	1st year	2nd year
Thai	2	2	2	2
English	10	10	9	9
Social studies		5		
Mathematics	5	4	6	6
Physics, chemistry, biology			6	9
Second foreign language	5	4		
Geography	3			
Elective				
Second foreign language		4	4	4
Art	3	3	3	3
Social studies			3	3
Mathematics		4		
General science	4	4		
Secretarial course	3	3	3	3

one of the universities: arts, education, law, political science, economics, accounting, and social work. The Science course leads to university work in pure science, architecture, engineering, medicine, pharmacy, veterinary medicine, dentistry, agriculture, and forestry.

In the Arts course one subject is elected the first year from general science, secretarial work, and art. Two are elected the second year with additional time in language and mathematics as options. In the Science course there are two electives the first year, chosen from a second foreign language, social studies, secretarial work, and art. In the second year one elective is chosen.

Mathematics is advanced algebra, a continuation of geometry, and trigonometry, the latter for the Science group only. Science for the Arts group, called general science, includes some elements of physics, biology, chemistry, and astronomy. Science for the Science group is mostly physics and chemistry taught by the lecture method.

The graduate of the pre-university course receives two documents. One, a diploma, certifies his graduation from the arts or the science department; the other, a leaving certificate, gives his educational biodata and his percentage average on the final examinations. The diploma and certificate admit to Thammasat University. To enter the Universities of Chulalongkorn, Kasetsart, or the Medical Sciences, he must pass the entrance examination of the school.

EXAMINATION PATTERNS

The importance of examinations throughout the Thai elementary and secondary school systems is great. They pose serious hurdles in the progress of a student. The main ones are:

1. Graduation from pratom 4
2. Entrance to matayom 1
3. Final examination at the end of matayom 3
4. Entrance examination to matayom 4
5. Final examination at the end of matayom 6
6. Entrance examination to matayom 7
7. Final examination given by the Ministry of Education at the end of matayom 8
8. Entrance examination to the universities

Each examination reduces the number who go on. The average passing per cent is 50. It is therefore possible for a student to fail in one or more subjects and still have a passing average, because his percentage grades in other subjects may bring his average up to 50 per cent or more.

PLACEMENT RECOMMENDATIONS FOR GRADUATES OF PRE-UNIVERSITY

Graduation from the Thai pre-university should be evaluated in comparison with graduation from a secondary school in the United States. Since the Thailand program is the same in every school, each student will present one of two lists of subjects, depending, of course, on whether he followed the Arts or the Science track. There is so much elimination of students that the survivors should be credited as having above-average ability.

It is highly probable that applicants will be seriously deficient in oral and aural English, and ability in English should be checked carefully. It is recommended that applicants be required to submit a certificate of proficiency in English from a source such as the American Universities Alumni Language Centre in Bangkok before admission is granted.

To try to make a correspondence between the four years of an American high school and the last four years (matayom 5-8) of the Thai schools is probably something that the admissions officers will not want to bother with. Students carry from twenty-five to thirty hours of classwork per week. There is practically no such thing as a laboratory science and no double periods for laboratory work.

Graduates of pre-university with high grades may well be considered prospects for college admission if they have attained sufficient preparation in the oral and aural use of English. Applicants with average grades below 65 are likely to be weak candidates.

IV. *Vocational and Technical Education*

VOCATIONAL SCHOOLS

Background

VOCATIONAL education in Thailand has in the past been largely limited to carpentry, agriculture, and home economics. Vocational schools have been limited as to both number and location. Consequently the opportunities for boys and girls to receive vocational training are restricted.

There is another reason for the few schools and the low enrollment. For decades, ever since the inauguration of education beyond the elementary school, people in general have looked upon education as leading to employment in government agencies. When the university was established, a second objective became imperative, that of preparing for entrance to the professions of law, medicine, dentistry, etc. Education beyond pratom 4 became identified with what might be called a white-collar job. But admission to matayom 1 could be gained only by passing a rigid entrance examination, and thousands of boys and girls failed to make entrance. Many others passed the examinations but found no school with room for them. Two courses were open to them. The first was to discontinue formal education. The second was to go to some form of vocational school, if one were available. The small number of such schools limited the availability, even though many were boarding schools.

Furthermore, working with the hands was looked on as menial, not deserving recognition, or worthy of formal schooling. Vocational education then came to be associated with failure as well as being regarded as of low caste, and the two together have been too much for it to bear.

The end of pratom 4 seems an early age to begin vocational education, since the pupil is then only about eleven years old. What actually happens is that many who go to vocational schools have been retarded in pratom schools. Consequently they may be thirteen, fourteen or even fifteen years of age. A student who has not passed the pratom work earlier, must leave when he reaches the age of fifteen.

Junior Vocational Schools

Junior vocational schools include fifty-four at which carpentry is featured, twenty of which also teach barbering. Two schools feature home economics, and two, leather work. Other trades, emphasized at one school each, are boat building, pottery, weaving, niello ware, and metal work. Nakorn Sri Thamarat has the only niello ware school. This city is reputed to be the seat of the niello ware manufacture in Thailand.

Entrance to junior vocational schools is based on physical and academic requirements (completion of pratom 4). If a school is not filled, there are no entrance examinations. If the demand is greater than the number of places available, examinations are held. With so few schools available and in such scattered and distant places, it is impossible for hundreds and perhaps thousands to attend, especially in the more densely populated areas. The normal program is three years in length.

Senior Vocational Schools

The three-year course of the senior vocational schools is entered from regular matayom 3 or from the junior vocational school. There are no entrance examinations. The ratio of practical to theoretical work is two to one. Home economics is available in seventy schools, agriculture in fifteen,and auto mechanics in three. One school is available for each of the following trades: leather work, boat building, weaving, tailoring, niello ware, and house painting.

Higher Vocational Schools

Students enter the higher vocational schools from the third year of the senior vocational schools, or from regular matayom 6.

Home economics is specialized in seven higher schools, building construction in four, agriculture and technical training in two each, and there is one school for each of the following: tailoring, commerce, foreign languages, engineering, and arts and crafts. The school that specializes in foreign languages is of enough academic interest to justify a description of it in the following special section.

The Foreign Language and Secretarial School

The Foreign Language and Secretarial School goes back some sixty years, to a time before the establishment of the Ministry of Education. The foreign language division was the original one, whose aim was to train its graduates for foreign language jobs as interpreters and translators.

Entrance examinations are given in April in English, Thai, history and geography, and general knowledge. There is one examination for the three-year foreign language and secretarial school, which is considered first choice, and another for the two-year clerical school, which is second choice. Students who fail the foreign language and secretarial school examination then take the other examination as a last resort, hoping, if they pass it, to stay in school, and, at the beginning of the next year, to be able to transfer to the first choice courses. Students come from matayom 6. Girls have been admitted since 1951. In the three-year foreign language course, the subjects taught all three years are French, English, Thai, one hour a week of typing, one hour a week of English and Thai shorthand, and two hours a week of history and geography. In two French classes observed, the teachers wrote the French material on the blackboard, and students copied it into their notebooks for translation.

TABLE 7

VOCATIONAL SCHOOL ENROLLMENTS (1955-1956)

	Junior Schools		
Barbering	898	Niello ware	85
Carpentry	11508	Pottery	53
Home economics	4736	Shipbuilding	101
Leather work	162	Weaving	90
Metal work	255		
	Senior Schools		
Agriculture	3297	Painting	21
Home economics	4998	Shipbuilding	23
Leather work	51	Tailoring	80
Metal work	93	Weaving	49
	Higher Schools		
Agriculture	383	Home economics	656
Commerce	2382	Mechanics	1000
Arts and crafts	619	Tailoring	102
Foreign language	1077		

In the three-year secretarial course the subjects are English, Thai, typing, Thai and English stenography, bookkeeping, and commercial law. Graduates can get jobs in business houses, but most of them go to the School of Accounting at Thammasat University.

The two-year clerical course has English, Thai, typing, only Thai shorthand, a little bookkeeping, and commercial law. As stated above, many students take this course because they cannot pass the examinations for the three-year course, or because they come from poor homes and cannot afford a third year. They get clerical jobs in government ministries.

About twenty of the teachers came from Chulalongkorn and Thammasat Universities and from The Technical Institute. Other teachers are graduates of the school. In 1956-57 the enrollment in the various divisions was as follows: foreign language 421, secretarial 431, clerical 112, total 964. There is also a division giving matayom 4-6 with special emphasis on language. This group has about a hundred students.

*Changes Under Consideration**

A study made in 1956 of the graduates of vocational schools indicates that the number who continue further study, probably into higher vocational schools, and of those self-employed, is increasing. Notable decreases are among those going into civil service and those making no use of specialized training.

The Ministry of Education has appointed a general committee on the reorganization of vocational education. A subcommittee has made preliminary recommendations that in the junior vocational schools 70 per cent of the pupils' time should be spent on academic subjects, and 30 per cent on practical shop training. Two-thirds of such practical training should be the same for all schools, and one-third should depend on regional interests. In the senior vocational schools it has recommended that 60 per cent of the time be devoted to unit general shops and 40 per cent to academic subjects. Unit shops are to be in agriculture, trade and industrial education, business education, and home economics. Possible courses to be offered include carpentry, leather work, ceramics, printing, metal work, machine work, plumbing, electricity, niello ware, weaving, tailoring, and basketry.

The subcommittee recommended that in the higher vocational schools there be two tracks. Students entering from matayom 6 would spend 40 per cent of their time on academic subjects and 60 per cent on unit shop work. Graduates of a senior vocational school would take 50 per cent academic and 50 per cent shop work.

A recent innovation is the offering of terminal short courses, six months to a year, to which anyone may be admitted irrespective of age and education, or other qualifications. Possible courses are barbering, hair dressing, plumbing, watch repair, radio repair, auto driving, fishery, laundering, weaving, umbrella making, and typewriter repair.

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* Douglas R. Sherman in a letter dated April 17, 1959, states: The junior vocational school has been dropped, and strenuous efforts are being made by the Ministry of Education to make the first seven years of schooling uniform for all persons. It is true that there is more than one type of school at this level, but gradually there is emerging a "seven year program" and it is entirely possible that such common school learnings will be extended even further.

Placement Recommendations for Graduates of Higher Vocational Schools

Graduates of higher vocational schools have had twelve or thirteen years of schooling, but the vocational curricula, with few exceptions, are so full of applied subjects and so short in language and other academic disciplines that they would not be suitable preparation for study in a foreign country. (Perhaps the three-year foreign language school should be excepted from the above statement. It emphasizes languages.)

It is therefore recommended that graduates of vocational programs not be considered for admission to United States institutions of higher learning unless there are special reasons why the particular person, or a person with his particular background, should be considered for a specially suitable program.

THE TECHNICAL INSTITUTES

Background

The Technical Institute is a comparative newcomer in Thai vocational education. The first one, located in Bangkok, began to offer courses in 1952. In the period 1955 to 1957 other institutes were opened at Songhla, Korat, and Chiengmai. The one in Bangkok has a larger attendance and a more diversified program than the others.

The Institute at Bangkok is located in several large buildings on a campus with ample room for expansion. Ever since its inception, the school has had a relationship with the American aid program that has furnished it with technical assistants, and in turn has sent Thai participants to the United States for training in appropriate areas. Since 1956 it has had a contract with Wayne State University.

Curricula

Courses included in the Institute give training for building trades, commerce, printing, auto mechanics, home economics, electricity, boat building, industrial arts, secretarial teacher training, metal trades, photography, surveying, accounting, and science teacher training. In 1955-56 the number of students enrolled in the technical institutes was 1572.[1] The size of the demand is indicated by the fact that only about one-fourth of the applicants could be accepted.

Graduation from matayom 6 is the entrance requirement. The first year is a general course required of all students. It ends with an examination which must be passed for entrance into any of the specialized courses. A year's work may be repeated only once.

At the end of the first year so many choose auto mechanics that some have to be shunted into other areas. Two years of specialization following the first year bring the diploma of Aw Chaw Saw, or higher vocational diploma. Successful graduates may take two additional years for a still higher vocational diploma in several of the areas. Hence, students graduate at the end of three or five years in the Institute, based on ten years of elementary and secondary education. Most of the graduates are absorbed into government and military services.

In addition to the three- and five-year students, there is a second group that comes only from the intermediate vocational school in carpentry. They study one year, and receive a one-year certificate. Their course is almost entirely practical, in furniture and cabinet making. Even though thirty of them went into teaching in 1956, they do not receive a teaching certificate, but only a statement that they have completed one year beyond the intermediate carpentry school.

A third group includes students from higher vocational schools, numbering approximately 240, for a two-year course in home economics, auto mechanics, radio, building trades, accounting, secretarial work, and tailoring. They may choose to take an additional year in teacher training.*

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[1] A later figure gives the 1957-58 enrollment as 4,014 in Bangkok alone. The other 3 institutes together had close to 1,500.

* Douglas R. Sherman in a letter of April 17, 1959, points up important changes in entrance level and curricula of the Technical Institute at Bangkok. We quote from his letter:

Your discussion of entrance requirements . . . is reasonably accurate as of 1956, but since that time, a good many changes have been made. Let me list some of these for you.

First, five-year curricula are now offered only in "unique areas" (those instructional areas which exist nowhere else in Thailand) such as surveying, photography, and printing. In all other areas, the Institute now enrolls graduates of either the higher vocational school (such as Patoom Wun) or the regional institutes [The term "regional institutes" refers to the technical institutes at Songhla, Korat, and Chiengmai]. All of these latter schools operate three-year programs which enroll students from

Placement Recommendations for Graduates of the Technical Institutes

Graduates at the three-year level may not differ greatly in level from graduates of technical secondary schools elsewhere. See earlier placement recommendation for graduates of higher vocational schools.

Graduates at the five-year level (including those who finished higher vocational school and then two or three years at the Institute) should be investigated carefully before making a decision to admit. Only those with academic proficiency and background and with proficiency in English, should be considered. Selection should be based on qualification to enter a particular program of study. Evaluation of credit, if any, should depend on similarity of course content.

Matayom VI; consequently, the Technical Institute [at Bangkok] is now largely a two-year school offering a program designed to "finish off" skilled tradesmen and prepare technicians. Graduates of the Technical Institute at Bangkok can be most easily equated with graduates of community colleges or technical institutes here in the United States.

Second, this revision has resulted in removing the Technical Institute at Bangkok from harmful competition with schools such as Patoom Wun. This revision has "cleared the air" a good bit. This revision, though, was only one part of a total "reorganization" of vocational education in Thailand with which I worked rather closely for some time before my transfer to the States. There is danger in over simplifying the various aspects of this revision, but in general, it can now be said that the senior vocational schools have as their training function the education of semi-skilled workers; the higher vocational schools and regional institutes have as their function the education of skilled workers; and the Technical Institute at Bangkok, as mentioned previously, "finishes off" skilled workers and prepares students for placement as technicians.

Third, the carpentry program which you mentioned is now a three-year program rather than a one-year program, but it seems very likely that this entire curriculum may well be moved to a higher vocational school although when this will take place is hard to say.

Fourth, the old Department of Industrial Arts which functioned as an exploratory curriculum for the Engineering Trades (encompassing metals, electricity, radio, and auto mechanics) has been abandoned because all enrollees in the Engineering Trades now come from either the higher vocational schools or the regional institutes. This Department of Industrial Arts has been changed into a Department of Industrial Arts Teacher Education, and this curriculum is being jointly operated with Prasarn Mitr [the College of Education]. The team from Indiana University has cooperated excellently in this endeavor. The Department of Industrial Arts also enrolls graduates of the regional institutes or the higher vocational schools. I will not go into the details of this program simply because it will take too long, but I should say that after an initial stay at the Technical Institute at Bangkok the students will enroll at Prasarn Mitr. Thus, this curriculum is a particularly interesting development because two different schools organized under two separate departments of the Ministry of Education are cooperatively pooling their respective strengths to produce graduates who will undoubtedly be of a higher caliber than either institution could produce by itself.

THE ENGINEERING SCHOOL PATOOM WUN

Patoom Wun is an amazing school that offers a large variety of activities. Matayom 6 is required for admission. The large enrollment makes it necessary to have two sections of classes for the first two years, one in the morning and one in the afternoon.

There is no specializing. All boys study the same subjects all three years. In the third year an individual may be allowed to drop some courses, but he does not become a specialist. Students wear a blue uniform with a small badge above the left shirt pocket.

Of the five daily hours of class, the first three are devoted to the academic subjects of algebra, trigonometry, applied English, chemistry, and physics. The other two hours are spent in the shops of blacksmithing, steam engine, internal combustion engine, diesel engine, airplane engine, machine shop, foundry, electroplating, sheet metal work, welding, polishing, electricity, and radio.

In 1956-57 there were 754 students in the first year, 620 in the second, and 390 in the third, a total enrollment of 1764.

Teachers of mathematics, science, electricity, and English have their degrees from the Arts, Science, or Engineering faculties of Chulalongkorn University. Shop teachers have worked at the trade they teach. The school takes on each year as teachers three or four of its own graduates, and other teachers from the trades. Many come from the Navy, because the former headmaster came from the Navy.

The poorest equipped shops are in electricity and radio. The large enrollment puts two to four boys in a group, so that individual practice is limited and efficiency reduced in learning to operate a machine. Practical work is done by students who did all the iron work for a new building, who constructed a water tank for the school, and who do soldering and welding in metal work construction.

Graduates who complete the three-year course receive a certificate of second class engineering. Besides becoming teachers at Patoom Wun, they go into private enterprise, governmental agencies such as highway and irrigation departments, or into the armed services mechanics divisions.

The school is expanding, and expects to purchase more land.

Placement Recommendations for Graduates of Patoom Wun

Graduates of Patoom Wun might find suitable placement in terminal trade or junior college programs in the United States, though a better placement might be some sort of assignment in a factory specializing in the production field in which they need training.

V. Teacher Training Institutions

THE DEVELOPMENT OF TEACHER TRAINING

THE EARLIEST TEACHERS in Thailand were priests who taught young men who were training to become priests. In the seventeenth century French missionaries established schools. Later, English teachers had considerable influence.

The first examination system for teachers was started in 1884, when King Chulalongkorn established the first schools for the common people.

The first teacher training school for men was established in 1892 at Wat Benjama Rajudit Orphanage, with H. Greenrod as headmaster. He continued until 1895. Ernest Young followed for a year, and then in 1896 he was succeeded by W. G. Johnson who brought to bear a strong English influence on the curriculum. During the first year there were only three students, largely because the salary of a teacher, 80 baht a month, compared unfavorably with other salaries, that of a judge, for example, which was 240 baht a month. In 1903 a one-year course was set up, giving a certificate. The first student to receive this certificate finished in 1904.

In 1913 the first teacher-training courses for women were instituted at Benjama Rajalai. A certificate was awarded after three years of study. Students from the provinces and from matayom 3 came to the school.

TEACHER QUALIFICATIONS

A 1953 statistical report gives the total number of pratom and matayom teachers in Thailand as 95,857. Of this number, 70,177 were men and 25,680 were women. The accompanying table from the report shows the qualifications of teachers.

The figures in Table 8 indicate that, in 1953, men comprised 73.2 per cent of all teachers, 70.6 per cent of the qualified teachers, and 74.3 per cent of the non-qualified. Women numbered fewer than 40 per cent of the teaching force.

The table shows that 70.4 per cent of all teachers were considered non-qualified; 71.4 per cent of the men and 67.5 per cent of the women were non-qualified. The range of qualified teachers goes

TABLE 8

SUMMARY OF TEACHER QUALIFICATIONS

Qualifications	*Men*	*Women*	*Total*	*Per Cent*
University Degree	330	512	842	.9
Sec. Teach. Certificate, Baw Maw	950	685	1635	1.8
Primary Teach. Certif., Baw Baw	3601	2338	5939	6.1
Primary Teach. Certif., Baw	10019	2877	12896	13.5
Provisional Certif., Baw	5154	1930	7084	7.3
Total qualified	20054	8342	28396	29.6
Non-qualified	50123	17338	67461	70.4
Total qualified & non-qual.	70177	25680	95857	100.0

from those who have bachelor's degrees to those who are graduates of only matayom 3 plus a year of teacher training. Of the "qualified" teachers, 20.8 per cent had a matayom 6 preparation plus one year of teacher training, or a matayom 3 education plus one year of teacher training. Only 6.1 per cent of the teachers had as much as the equivalent of high school graduation, only 1.8 per cent the equivalent of two years of college, and only 0.9 per cent a college degree.

The Ministry of Education has recently tightened up on teacher education, so that beginning with 1956-57 the minimum preparation of teachers is to be on the same level as pre-university work, or what would be called high school graduation in the United States.

A study of the preparation of teachers in secondary or matayom schools shows that many teachers aged forty or over had little more than matayom 2, 3, or 6 preparation, with no professional teacher training. The teacher shortage is so great that elementary teachers are recruited to teach in the secondary schools. It is almost a truism to state that the lower the qualifications of a teacher, the earlier the stage of the school system where he teaches. Consequently we can expect to find the great mass of unqualified teachers in pratom schools and in the early matayom grades.

ELEMENTARY TEACHER TRAINING INSTITUTES

There are thirty-two elementary teacher training institutes in the Kingdom. In 1955, those in Bangkok, Chiengmai, and Chachoengsao followed a three-year course while the others followed a one-year course. All courses were directed by the Ministry of Education. Beginning with the school year 1955-56 the three-year elementary teacher training course was changed by the Ministry to a two-year course which is set forth in Table 9. The new course has two tracks; one prepares for teaching in pratom, the other for teaching in matayom. The entrance level now is from matayom 6. (Some of the provincial institutes used to accept students from a lower level.)

The terms "elementary" and "secondary" as used with the teacher-training institutes mean "first level" and "second level" of teacher training. A person in the "elementary" institute may be preparing to teach in secondary or matayom schools. Graduates receive a certificate qualifying them to teach in any elementary or secondary school in the country and also to take the entrance examination of the College of Education at Prasarn Mitr.

TABLE 9

TWO-YEAR ELEMENTARY TEACHER TRAINING CURRICULUM

Subjects	*First Year*	*Second Year*	
		Pratom	Matayom
Social Studies Thai community, Thai society, health, agriculture, home industries	10		
Thai Culture Literature and language, drama and music, fine arts, religion, social customs	10		
Geography, history, economics, civics		10	10
Science: biology, chemistry, physics		10	10
Thai language, literature, grammar, composition	3	3	3
English language	5	5	5
Mathematics	3	3	2
Art	1	1	
Music	1	1	
Handicrafts		4	4
Education* and psychology	5	10	10
Electives: Thai language or English language or mathematics or handicrafts, or health & phys. educ.			4

* Professional courses in education are: principles of education; principles of teaching; methods of teaching Thai, English, mathematics, science, geography and history; psychology; and education practice.

Because many teachers, trained under older curricula, are coming to United States colleges, either directly or by way of the College of Education, the three-year curriculum in effect preceding 1955-56 is added in Table 10.

A comparison of the discontinued three-year course and the new two-year course shows some significant changes. In the old three-year plan the various subject fields were spread through all three years.

TABLE 10

THREE-YEAR ELEMENTARY TEACHER TRAINING CURRICULUM

Subjects	*Hours of Study per Week*					
	First Year		Second Year		Third Year	
Social Studies	3		3		1	
Morality and Civics		1		1		1
Geography and history		2		2		
Thai	5		5		3	
Language study		1		1		
Literature		3		3		
Composition		1		1		
English	7		6		3	
Literature		3		2		
Translation		2		2		
Composition and grammar		2		2		
Mathematics	6		6		2	
Arithmetic		1		1		
Algebra		2		2		
Geometry		2		2		
Trigonometry		1		1		
Science	5		5		2	
Physics		[illegible]		2		
Chemistry		1		1		
Biology		1		1		
Practical work		1		1		
Education	3		4		18	
Principles of education		1		1		3
Principles of teaching		1		1		4
Psychology						2
Methods for special subjects						7
Teaching Practice		1		2		2
Singing	1		1		1	
Total hours per week	30		30		30	

In the new two-year program the emphasis in the first year is on the humanities, with special stress on Thai community and culture. Formerly all students took the same course all three years. In the new plan those preparing for pratom teaching and those preparing for matayom teaching have somewhat different courses, although the differences are not great. Science receives more time allotment, mathematics less, and there is more subject specialization for those who will teach matayom.

In addition to the two- and three-year programs described above, there have been, and still are, other programs of elementary teacher training. Notable among these are the provincial training institutes which until recently gave courses of one year's duration. (In backward areas people who had completed only matayom 3 or even primary education were enrolled for teacher training courses usually of one, though occasionally of two, or three years' duration. See Table 8 for the large number of teachers holding such preparation.) Also there has been for many years an in-service program by which teachers study privately and take examinations for certificates. Credentials presented to United States school officials for evaluation sometimes fail to state clearly the educational history of the applicant, and it is easy for an American evaluator to become confused as to the amount and level of schooling indicated. Many of the persons offering teacher credentials for evaluation are mature people who have been employed for some years, and who were trained in older patterns.

Placement Recommendations for Graduates of Elementary Teacher Training Institutes

Since graduates of matayom 6 are admitted to the elementary teacher training institutions, the students who graduate have completed twelve (formerly eleven or thirteen) years of schooling. Graduates of either the old three-year program or the new two-year program may be considered for admission to college as freshmen if they meet standards as to academic grades and English proficiency recommended for graduates of pre-university.

Applicants whose certificates fail to state that they completed the two-year or the three-year course of study in an elementary teacher training institution should be required to show evidence that they completed such training or matayom 8, the pre-university school. Those who obtained their teacher certificate by examination based on private study, and those who attended provincial normal or vocational schools may not have the equivalent of United States high school education and should be asked to meet requirements for admission to a university in their own country before coming to the United States.

SECONDARY TEACHER TRAINING INSTITUTES

The secondary teacher training institutes admit graduates of elementary teacher training institutions. Until the College of Education was established in 1953, the secondary institutes were the chief avenue of professional advancement open to graduates of the elementary teacher training institutes. The secondary institutes give a two-year course that has three curricula: general, science, and linguistic. The science curriculum has mathematics and science, but no social studies. The linguistic course has social studies and no science. There is of course a probability that these programs may be revised, as the elementary course was recently revised. Graduates of the secondary teacher training institutes may take entrance examinations for the third year of the College of Education.

TABLE 11

SECONDARY TEACHER TRAINING CURRICULUM

Areas	*Subjects*	*Hours per Week in Each Type of Course*					
		General Course		*Science Course*		*Linguistic Course*	
		1st yr.	2nd yr.	1st yr.	2nd yr.	1st yr.	2nd yr.
Thai	Grammar	1	1	1	1	2	2
	Literature	2	2	1	1	2	2
	Composition	1	1	1	1	1	1
English	Literature	2	2	2	2	2	2
	Translation	1	1	1	1	1	1
	Gram. & Comp.	3	3	3	3	3	4
Math.	Arith. & alg.	1		1		1	
	Geometry	1	2	2	1		
	Trigonometry	1	1	2	1	1	1
	Higher Math.				2		
Science	Physics	2	2	2	2		
	Chemistry	1	1	1	1		
	Biology	1	1	1	1		
	Laboratory	1	1	2	3		
Optional language						5	5
Hist. and Geography	History	1	1			1	1
	Geography	1	1			1	1
*Education		5	5	5	5	5	5
Total		25	25	25	25	25	25

* Subjects included are principles, general methods, special methods, education practice, Thai education, Oriental education, and Western education.

Placement Recommendations for Graduates of Secondary Teacher Training Institutes

Graduates of the secondary teacher training institutes who go to colleges in the United States should be required to fill out the subject areas missed in the training school. This means particularly that graduates of the linguistic course should meet general education requirements in mathematics and science, and that science graduates should meet general education requirements in social sciences and the humanities. The small amount and elementary level of instruction in several areas would suggest the wisdom of requiring graduates of all three curricula to do additional work in courses of freshman and sophomore level. Candidates should be screened for academic achievement and English proficiency.

Because of the various deficiencies mentioned above and the necessity of meeting the requirements for graduation of the United States institutions they are entering, the minimum time in which it would seem possible for such students to earn a bachelor's degree in education would be two years and one semester. In case they go into other majors, the time would be longer.

Candidates whose certificates do not show that they completed the regular two-year course in a secondary teacher training institution may have obtained their certificates by examination after private or other irregular preparation. Evaluators should withhold award of college level credit from these candidates until they can show by examination and/or placement that such credit is justified.

HOME ECONOMICS TEACHER TRAINING

Various Types of Institutions

The Karn Ruan Teacher Training School, established in 1934 in Bangkok, is the only school authorized especially to train home economics teachers for the pratom and matayom schools. In 1956 there were 825 students enrolled at Karn Ruan. A vocational school in Dhonburi started in 1954 is authorized to train home economics teachers for vocational schools. Its enrollment in 1956 was 125. Both these institutions are under the department of teacher training of the Ministry of Education. In 1953 a program in home economics was started at the Technical Institute under the direction of the department of vocational education. The first graduating class in 1956, of a three-year course, numbered 52. All the members planned to teach in higher vocational schools.

Two higher vocational schools in Bangkok—Chotiwaite and Karn Chang Stree Pra Nakorn Thai—train students to earn a living in dressmaking, flowermaking, and embroidery, and also qualify students to enter the Technical Institute. Of the 147 who graduated in 1955, although they received no teacher training, 61 are teachers, and 52 entered the Technical Institute. Few work full time at the trades for which they are trained.

The vocational schools on a lower level in all the 71 provinces, all under the department of vocational education, do not profess to train teachers and provide no teacher training courses. However, many of their graduates do teach; for example, of the 26 students who graduated in 1956 from the school at Udorn, 15 are teaching.

The Programs at Karn Ruan

As was stated at the beginning of this section, Karn Ruan is the only school authorized especially to train home economics teachers for pratom and matayom schools. It now requires completion of matayom 6 for entrance, and has a three-year curriculum leading to the Paw Paw certificate. A parallel course of training for kindergarten teachers was added in 1947. Besides kindergarten training courses it provides practice in a laboratory school during the third year.

In 1955 a two-year course in home economics beyond the Paw Paw certificate was added. The best twenty students completing the third year were selected to take this course. In 1956 the selections numbered thirty.

The advanced diploma, Baw Maw, was first granted in 1956. The curriculum for the advanced course shows improvement, but since the same teachers give the advanced as the regular courses, the actual teaching is not very different from that on the lower level. By their fifth year many students have had more work than those who teach them. Nutrition is taught once a week without any laboratory or demonstration. In the final year of the course the girls do practice teaching in the provinces, with faculty visiting to check their work.

The list of homemaking teachers receiving Paw Paw certificates from 1941 to 1955 numbers 669. The kindergarten teachers finishing from 1947 to 1955 number 758. The first advanced class to receive the Baw Maw certificate in 1956 numbered 19. Graduates of Karn Ruan are found in every province of Thailand. They teach in Kasetsart, and in pratom, primary extension, matayom, and vocational schools. A sample check shows that they do not spend more than three to four hours a week teaching home economics, and that the home economics courses they do teach usually consist of making paper flowers, carving vegetables, embroidering, and sometimes cooking.

TABLE 12

THREE-YEAR HOME ECONOMICS TEACHER TRAINING CURRICULUM, THE PAW PAW DIPLOMA COURSE

Subjects	*Hours per Week* First Year	 Second Year	 Third Year
Cooking	5	5	5
Dressmaking	4	4	4
Embroidery	3	3	3
Handicraft	3	3	3
English	3	3	2
Social science	2	2	1
Drawing	2	2	1
Music	1	1	1
Physical education	1	1	1
Psychology	1	1	1
Home management	2	2	
Health	2		
Nutrition	1		
Mother & child care		2	
Home nursing		1	
Teaching home economics			1
Principles of education			3
Practice teaching			2
Total hours per week	30	30	28

Two homemaking schools at Korat and Chiengmai follow the Karn Ruan curriculum for the first two years. Students then have to transfer and some have difficulty finding places.

In teacher training, 43 per cent of the time is spent in knitting, crocheting, embroidering, carving vegetables, and making paper flowers and wreaths. In the cooking classes the theory of nutrition is neglected, largely because the teachers themselves have insufficient educational background. No courses in textiles go with sewing. Thai, English, morals, and music are taught by teachers, 60 per cent of whom have had very limited training.

Of the forty-nine teachers assigned to home economics education in 1956, one had a Ph.D. degree (but is leaving); one had a master's degree; five had bachelor's degrees; nine had Baw Maw certificates; twenty-two had Paw Paw; eleven had less than Paw Paw training; and eight had special certificates. Of the twenty-seven teaching kindergarten education, two had B.S. degrees; two had kindergarten degrees from Japan; one had a certificate from England; once had a Paw Paw certificate; and the remaining twenty-one had less training than Paw Paw.

TABLE 13

TWO-YEAR ADVANCED HOME ECONOMICS TEACHER CURRICULUM, THE BAW MAW DIPLOMA COURSE

Subjects	*Hours per Week*	
	Fourth Year	Fifth Year
English	3	3
Thai	2	2
Thai culture and law	1	1
Singing	1	1
Household science	1	1
Teacher education	5	5
Cookery	2½	2½
Dressmaking	2½	2½
Applied arts	1	1
Personality development	1	1
Handicraft & embroidery	2	2
Nutrition	1	
Interior decorating	1	
Child development	1	
Consumer buying		1
Home management		1
Family relationships		1
Total hours per week	25	25

Problems and Suggested Solutions

The most apparent lack is the absence of scientific background. Students need some understanding of the physical, biological, and social sciences, and more intensive work in nutrition. Creative work should be encouraged. The habit of copying from the past should be modified. Teachers should be better trained.

A recent study by Karn Ruan committees reported that a person trained at Karn Ruan should be prepared to be a good homemaker, a good teacher of homemaking, and a good citizen of Thailand. The results of the study of these objectives were published in a brochure entitled "What is Home Economics?" Following this study, the committee devised a tentative plan for a new Karn Ruan curriculum that would require four years and follow the general plan for teacher training established by the National Department of Teacher Training. It would provide some core courses in homemaking for all students, and offer a choice between training for pratom and matayom schools.

For higher level training a two-year advanced course was suggested to qualify students as dieticians in hospitals and schools, designers of clothing, and supervisors of elementary schools, primary extension schools, and community development work. Majors would be in three areas: 1) general homemaking; 2) foods and nutrition; 3) clothing and textiles.

The work of this committee has clarified the subject. A new committee has been appointed by the Ministry of Education to give further study to these problems.

Placement Recommendations for Graduates of Karn Ruan

It may be assumed that the graduates of the kindergarten program at Karn Ruan may be given the same placement as graduates of elementary teacher training institutes.

In the three-year home economics course there is no study of Thai, mathematics, or science, and less English and social studies than in either the two- or three-year elementary teacher training program. Approximately two-thirds of the course work is in applied subjects; 40 per cent of the class periods each year are given to cooking, dressmaking, and embroidery, all taught without background courses in science or textiles. It would appear, therefore, that graduates of this program are not prepared to take up academic study in United States colleges.

In the case of graduates of the five-year program (Baw Maw diploma), two more years of maturity and experience have been added, but still there is no background of science and less time is given to academic subjects in the whole five years than in the two- or three-year elementary teacher training program. These students, if brought to a United States institution, should probably begin as freshmen. Even then they would likely be deficient in mathematics, science, and languages, including English.

When a new and stronger home economics course has been developed, it is hoped that these recommendations can be changed.

THE COLLEGE OF PHYSICAL EDUCATION

The College of Physical Education developed from what was originally a school of gymnastic techniques. It took its present form in 1950 when it became a five-year school with applicants for entrance from matayom 6, and with day as well as boarding pupils. It puts special stress on teacher training.

A team sent by the Mutual Security Administration to assist in developing the program for the new college divided the course of study into five areas:

General: science of teaching, methods of teaching, teacher personality, sociology, social science
Thai language: grammar, literature, and speech
English: literature, essay, grammar, and translation
Health and physical education: kinesiology, community health, personal health, health education, anatomy, physiology, biology, fundamentals of rhythm
Physical activities: rugby, soccer, basketball, volleyball, softball (new), sword and pole, swimming, lifesaving and water safety, Thai boxing, international boxing, fencing, judo, tennis, badminton, and ping pong.

School runs six days a week, from 8:30 A.M. to 5:00 P.M. The boys have physical exercises from 5:00 to 7:00 A.M. The three courses taught up to 1955-56 were all in teacher training:

A one-year course leading to the Paw Daw degree
A three-year course leading to the Paw Taw degree
A five-year course leading to the Paw Aw degree

Beginning with the school year of 1956-57 a new curriculum was inaugurated requiring completion of matayom 8 for entrance. All new students must take the new curriculum, but those already started may finish whatever program they began. A few girls are admitted as day students. The new course is for four years on the college level. It trains for three areas: teaching; recreation (leaders in boys' and girls' clubs); and the armed services.

The passing grade is 60 per cent in every subject. A failing student may repeat one year. If he is still unsuccessful he is "retired." The grade is based 60 per cent on performance, 20 per cent on academic courses, and 20 per cent on the final examination.

The new four-year college course gives a transcript of the work for each of the years. Students in the older program received a typed letter of recommendation, plus a typed sheet of courses and grades for the last year. There was no way of telling the nature and grade of work previous to the last year.

Placement Recommendations for Graduates of the College of Physical Education

Graduates of the one-year course would not have the equivalent of United States high school.

Graduates of the three-year course would have the same chronological standing as graduates of the elementary teacher training institute. The recommendations given for that group may be applied here, but notice should be taken of the fact that the curriculum here is less academic. Evidence of competence in English, and ability to make high grades in academic courses should be insisted upon.

Graduates of the five-year course who meet standards for English proficiency and academic grades, may be accepted for college work in physical education. Advanced standing, if any, might well depend on demonstration of ability after arrival.

Students in the new four-year course will have completed twelve years of schooling for entrance to the College of Physical Education.

THE SCHOOL OF ARTS AND CRAFTS

The School of Arts and Crafts has two purposes: teacher training, and professional work in art. It has always been under the direction of the Ministry of Education. Its buildings, which were adjacent to a bridge and a power plant, were destroyed in World War II. Current buildings are partly new and partly makeshift. Students enter from matayom 6, except that carpentry students before 1956 came from matayom 3 or from junior vocational carpentry schools. Now carpentry students come from matayom 6 or senior vocational schools.

There are four curricula: teacher training, fine arts, arts and crafts, and woodworking. All students except those in woodworking take the same course the first year. It includes painting, modeling, metal work, woodwork, bamboo work, pottery, and design, with appropriate theory courses. Separation into the various curricula begins the second year. The course is three years long for the first degree, with two additional years (five in all) for the second degree.

The teacher training course retains the three-year program, thus differing from the regular teacher training institutions, which have recently changed to a two-year plan. The education phase of the teacher training program consists of psychology, art education, and art methods.

The academic subjects are Thai literature, Thai culture, Thai community, and English translation, the latter stressed because reference books are in English. Art appreciation subjects consist of theory of composition, theory of color, anatomy, projection, and history of Eastern and Western art. Technique subjects are flower, still life, figure, portrait, and seascape painting, architectural landscape, landscape, interior decoration, and composition. Student teaching comes during the second term of the third year. During the fourth and fifth years, which lead to the Baw Maw Chaw degree, there are only technique courses, and no education courses or student teaching.

In the fine arts course there are fewer subjects and more specialization than in the teacher training work. Students study figure, portrait, landscape, composition, and decorative painting. In the third year they go into further specialization in painting, sculpture, or modeling, which they may continue in the fourth and fifth years. The three-year course gives the Waw Saw Sam Pi diploma; and the five-year course, the Waw Saw Ha Pi diploma.

The crafts course was begun in 1956-57. After the first general year students specialize in metal work, woodwork, bamboo, lacquer work, pottery, or a new course in textiles, which will include weaving and dyeing. Theory work, which includes design, takes up about six hours a week. It is the plan to extend the course to five years by 1960.

The grading system has required 60 per cent as passing. This is to be increased in 1958 to 70 per cent. Academic subjects are lumped together and averaged. Academic and education courses require 60 per cent for passing. Art work and the final examination require 70 per cent for passing. All art work is judged and graded by a committee of teachers, not by a single instructor. To be promoted, a student must have a passing grade in each of the three areas, i.e., in academic, education, and art courses.

In 1955-56 the total enrollment was 849, distributed as follows: common first year program, 328; teacher training, 312; fine arts, 175; and carpentry (second and third years only), 34. Most graduates become teachers or go into government work. There is much duplication between the program of this school and that of the University of Fine Arts.

Placement Recommendations for Graduates of the School of Arts and Crafts

The three-year graduates from the teacher training course have a standing similar to that of graduates of the elementary teacher training institutions, and the same placement recommendations may be applied. The three-year course in fine arts is highly specialized. Anyone considering admission of an applicant with this background should make allowance for major gaps in subject-matter areas.

Students who complete one of the five-year programs in the School of Arts and Crafts will, presumably, be able, with proper arrangements, to enter the College of Education at Prasarn Mitr to work toward a bachelor of science degree in education. This would imply that the same placement might be given them in United States institutions as is recommended for graduates of secondary teacher training institutes, though the allocation of subject matter deficiencies would not fall entirely in the same fields.

VI. Institutions of Higher Learning

CHULALONGKORN UNIVERSITY

Organization and Practices

IN 1917, the Civil Service College was changed by King Vajiravudh to Chulalongkorn University. The Medical School at Siriraj Hospital, which had been founded in 1889, and an Engineering School, founded in 1913, were made part of the new University, which was then incorporated with four Faculties: Medicine, Political Science, Engineering, and Arts and Sciences. At first, courses were only three years in length. It was not until 1935 that the bachelor's degree was awarded.

The University has undergone several changes in its composition and organization. It is operated under the control of the Ministry of Education, with the Minister of Education as president of the University Council. The organization is modeled after that of European continental universities. The result is that each Faculty, or school, is virtually independent of every other one.

The English standard of marking is followed. The University is very chary of giving high grades. In 1956 sixty-eight were graduated with the A. B. degree. Eight had grades between 75 and 85 per cent, qualifying them for second class honors. Only one was above 85 per cent, and qualified for first class honors.

The common method of instruction at Chulalongkorn is the lecture, which is almost universally used in Thailand in all the schools. In many courses lectures and note taking are the sole sources of information, and great stress must be placed on student notebooks. The course grade depends mainly on the results of the final examination. In general, class assignments require no collateral reading or library reference. The University has a magnificent new library building, but there are no open shelves except for general reference books.[1] One of the adjustments which graduates of Chulalongkorn who go to the United States have to make is learning to use the facilities of a library, especially the card catalogue system.

A large number of courses are taught by non-resident individuals:

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[1] The library facilities are rapidly improving. Central and departmental libraries are now catalogued, and most of them have open or at least unlocked shelves.

professional men or men in government positions who come to the university to give lectures. Many of these special lecturers teach only one class. Since they are often detained in their offices, some classes actually meet less than 50 per cent of the regularly scheduled time. Such a situation puts even more stress on lectures and note taking as the sole source of acquiring information.

It is claimed that engineering students are well versed in book theory, but that their knowledge of real machines and methods of operation is inadequate. However, as a result of the 1954 contract with the University of Texas, the department of electrical engineering has inaugurated a laboratory that gives promise of providing excellent facilities for first-hand contact with machines and electrical equipment.

TABLE 14

ENROLLMENT AT CHULALONGKORN UNIVERSITY

Figures are for 1954-55

Faculties	*Enrollment*
Arts (including education)	543
Science	1199
Engineering	650
Architecture	178
Commerce and accounting	401
Political science (including law)	321
	3292*

* Figures reported for 1957 show an enrollment of 4,891 (3,003 men and 1,888 women). Effective in 1957, education is a separate Faculty.

Degrees

Most of the Faculties give a bachelor's degree at the end of four years, though in education and architecture the time is longer.[2] The master's degree is granted after a minimum of two years of a course of study prescribed by the Faculty Board, research work directed by a staff member, and a thesis accepted by the Faculty Board. The doctor of philosophy degree is granted after the master's degree for not less than two or more than four years of research and thesis work. A candidate who submits a thesis must sit for an examination on the subject of the thesis. There are diploma courses of three years' length in education, architecture, accounting, and commerce. The pre-medical course is two years; the course for the library science diploma, one year.

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[2] The program for the new Faculty of Education provides for a bachelor's degree in four years. The new curriculum devotes 80 per cent of the hours to academic and general education, allowing only 20 per cent for professional subjects, the academic instruction being provided by the other Faculties. Credits are recorded in semester hours, with grades A to F. 160 semester hours are required for the B.Ed. degree. A student graduating with an average of A and no Fs receives First Class Honors. For Second Class Honors a B average is required. A is defined as roughly comparable to 90-100 per cent, B to 80-89, C to 70-79, and D to 60-69.

In addition to these degrees in residence, what are called "external degrees" are also issued. External courses correspond, in a way, to our extension classes, except that they are given on the campus after regular class hours. A student has the option of attending or not attending class. The important thing is that he take and pass regular required examinations: a mid-year examination in October, and a final in March. These examinations correspond to the regular course requirements for each of the four years. During the year the candidate must carry out special work and read books assigned by the faculty on every subject he takes.

Admission Standards

To enter, a student must have passed two examinations: one from the pre-university school; the other, the university entrance examination. As an alternative to passing the pre-university school final examination, the applicant may present the Higher Technical Certificate of the Ministry of Education or any other certificate recognized as equivalent by the university. These certificates all predicate the completion of at least two years of work beyond matayom 6.

The subjects for entrance examinations to the Faculties of Arts, Commerce and Accountancy, and Political Science, are Thai, English, history and geography, mathematics, and general knowledge. For the Faculties of Engineering, Science (including pre-medical science), and Architecture, the subjects are mathematics, physics, chemistry, English, and general knowledge. At the time of taking one or the other of these common examinations the student must of course express his order of preference among the Faculties or the courses to which the examination is a passport.

The pre-university syllabus forms the basis for the entrance examinations in Thai, English, mathematics, physics, chemistry, and history and geography. The examination in general knowledge aims to test the candidate's understanding of general affairs, his interest in current events, and his observation of his environment. Each examination lasts three hours and is allotted 100 "marks." Entrance to the university is based on the aggregate marks made on the examination. In any given year the university accepts those candidates with the highest totals until it has filled the quota for the year. In 1954, of 1700 who took the examinations, 1200 were admitted; in 1955, of 2000 applicants 1400 were admitted; in 1956, of 2200, it was 1500.

Graduation Requirements

The Faculties vary somewhat in their requirements for graduation, but some of the regulations are general. A student who fails in one or more subjects but not all, may repeat the work of the year. If he fails all subjects or fails a second time, he is "retired" from the university. The passing grade is usually 60 per cent. Examinations are usually given in the middle of the second term, and always at the end of the third term. There are variations in the proportionate weight given mid-year examinations, course work, practical work, and the final examination. Required attendance in class varies from 80 to 90 per cent.

There are three grades of degrees. The ordinary degree is based on grades between 60 and 74 per cent, inclusive; second class honors between 75 and 85 per cent; first class honors between 86 and 100 per cent.

The Faculty of Arts and Education[3]

In the first two years, four subjects are required, one of which must be Thai and one a modern language; most people choose English. The other subjects offered are German, French, history and mathematics. In the third and fourth years, students continue three of the four subjects of the first two years.

The Department of Education awards a diploma and a Bachelor of Education degree. To enter the diploma course a student must have completed the first two years' work in some Faculty of the university. The diploma is granted after a year of study in seven different fields in education: history and principles; educational organization, administration and guidance; educational psychology, tests and measurements; methods and patterns of teaching school subjects; cognate and special subjects (panel lectures on subjects of educational interest, general knowledge, practical English I and II); and field work. Examinations are given at the end of each term for the courses that are completed that term. In 1955-56 the Department of Education introduced the credit system used in American institutions of higher learning, on an experimental basis. The Faculty of Engineering is doing the same thing.

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[3] In 1957, Education became an independent Faculty. See preceding footnotes.

The Bachelor of Education degree is granted to a student who has completed three or four years in any Faculty of the university and takes two additional years in education, making a total of five or six years. The six-year people then have two bachelor degrees, one in their subject and one in education. Some people prefer to take only one year of education following their regular bachelor's degree. These people receive only a diploma in education.

When a change is made from academic courses to courses in education, it is an abrupt one. One kind of world has been left to enter into an entirely new one.

TABLE 15

CURRICULUM FOR THE BACHELOR OF EDUCATION DEGREE

Course Areas	*First Year*		*Second Year*	
	Required	Elective	Required	Elective
History and principles	2		7	1
Educational organization, administration and guidance	5		6	4
Educational psychology, tests and measurements	6		5	1
Methods	3	14		3
Study and research	3		3	1
Cognate and special subjects	4		1	12
Field work	2		1	
Required hours	25		23	

Special courses in library science were carried on from 1951-55 by Fulbright instructors for regular librarians and those with bachelor's degrees. In 1955 a regular diploma course was inaugurated. It is taught by teachers with a master's degree in library science, one of whom is a permanent staff member, the others part-time.[4]

Students in the Arts Faculty take no work in science.

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[4] Library Science has now achieved departmental status within the Faculty of Arts. It has an improved program.

The Faculty of Science

The Faculty of Science, first established in 1918 with emphasis on medicine and pharmacy, by 1930 gave a teacher's diploma for three years of work based on pure science courses. Four-year degree courses were introduced in 1934. There are now four departments: physics, chemistry, biology, and mathematics. Pre-medic, pre-pharmacy, pre-dentistry, and pre-veterinary students take two years of preparatory work in this Faculty. The enrollment in 1954-55 was 738 pre-medical students, 431 pure science students, and 523 engineering students. (Engineering students take physics, chemistry, and mathematics in the Science Faculty.)

The Faculty of Science grants bachelor's, master's, and doctor's degrees in mathematics, physics, chemistry, and biology. The courses are divided into two two-year parts. In the first two-year period students who will major in mathematics, physics and chemistry take the same course. In the second two-year period there is a separation into the various possible majors. Students must take a modern language, but aside from that, no courses in social studies or arts. In fact, physical science majors take no work in biology. Students who have completed Part I (two years) in any of the curricula may take a year's work in the Department of Education and obtain a teaching diploma.

To qualify for graduate work students must have grades of not less than 70 per cent. Graduate students take advanced courses not listed in the bulletin, or do research work for not less than two or more than four years.

The Faculty of Engineering

The first bachelor's degree in engineering was awarded in 1935. In 1941 a master's degree course in civil and electrical engineering came into being. It suffered suspension during the war and reappeared in 1954. The present Faculty of Engineering consists of five departments: civil, electrical, industrial, mechanical, and mining and mining geology. In 1954 a contract was signed whereby the University of Texas provides advisory professors for this Faculty.

Candidates are admitted on the same basis as in other Faculties of the university. The year's grade in any subject is the sum of 30 per cent of the mark obtained in the mid-year examination, 30 per cent of the mark obtained for the whole year's work, and 40 per cent of the mark obtained on the final examination. The passing grade is 60 per cent. Failure in three or more subjects requires that the whole year be repeated except courses in which the grade is 70 per cent or better. Two successive years of failure bring dismissal from the university.

A unit of credit represents one lecture hour or two laboratory hours per week. The length of periods is fifty-five minutes. Attendance of 80 per cent is required. A required thesis in the fourth year carries two units of credit. The first two years of basic work, totaling thirty-two hours a week, are required of all students. The third and fourth years specialize in the various types of engineering: civil, electrical, mechanical, mining, sanitary, or survey engineering, or mining geology. In the fourth year of electrical engineering there are two options: electric power or electrical communications, with three hours of elective work in each option.

The Faculty of Commerce and Accountancy

The Faculty of Commerce and Accountancy has four departments: commerce, accounting, economics, and statistics. There are two curricula, one of three years leading to a diploma, and one of four leading to a degree. One of the main objectives of this Faculty is to prepare individuals to form the foundation of a managerial class in Thailand.

All students take the basic courses in the first two years: accounting, economics, English, and Thai composition the first year; accounting, economics, and English the second year. The last two years are organized according to the department selected for the major. Examinations are given annually, and grades are based upon these examinations and upon the work done, or on additional tests. At the end of the second year, accounting students must have a grade of 70 per cent in accounting in order to pass, and commerce students a grade of 70 per cent in economics. In all other subjects, 60 per cent is the passing grade. In 1954-55 the enrollment showed 121 first year students, 112 in the second year, 113 in the third year, and 49 in the fourth year.

The Faculty of Architecture

In 1943 the Faculty of Architecture became a five-year faculty, with three departments: architecture, fine and applied arts, and town planning. Two courses are offered, a three-year one leading to a diploma, and a five-year one leading to a degree. Subjects are classified as principal, subsidiary, and studio. There are two examinations, mid-year and final. An attendance of 90 per cent is required for eligibility to take the examinations. Failure is based upon the same principle as in other Faculties. There are no electives.

The only non-architectural courses offered are mathematics, physics, and English in the first year, with a comparative value of 14 per cent of the course; and English and sanitation and hygiene in the second year, with a comparative value of 9 per cent. A third-year student must receive a grade of 70 per cent of the total possible in the final examination to be admitted to the fourth year. In courses of individual craftsmanship, the total marks of the mid-year and final examinations count as 50 per cent each. In the non-studio courses, mid-year marks compose 20 per cent and the final or annual examination 80 per cent of the final grade. The enrollment in 1954-55 was 82 first year students, 40 second year, 22 third year, 21 fourth year, and 13 fifth year.

The Faculty of Political Science

The Faculty of Political Science was taken from Chulalongkorn in 1933 and given to the institution that became Thammasat. In 1948 a new Faculty of Political Science was established at Chulalongkorn, with departments of law and public administration. A four-year course leads to a bachelor's degree in political science.

The Faculty is designed as a training center for various governmental bodies, such as Interior, Foreign Affairs, and Finance. In the first year, psychology, sociology, general history, Thai history, and English are among the required subjects; in the second year, economics, English, geography, medieval history, and French; in the third year, English, modern history, economic and political geography, and French; in the fourth year, English, accounting, and applied sociology. The faculty consists of 2 regular lecturers, and 58 special lecturers. The 1954-55 enrollment was 98 in the first year, 81 in the second, 81 in the third, and 61 in the fourth.

A student may not sit for a final examination if his attendance or course work is unsatisfactory. The ratio of the final grade is 30 per cent on the mid-year examination, 20 per cent on the course work, and 50 per cent on the final examination. If there is no grade on course work, the final examination counts 70 per cent. The passing grade is 60 per cent. If the student fails three or more courses, he must repeat the work of the whole year except in courses in which he received 70 per cent or above. A student who fails in all his courses, or who does unsatisfactory work two years in succession, is dropped.

Comments

Since Chulalongkorn is modeled after the Faculty organization of European continental universities, each Faculty is practically independent of every other. There is no period of general or liberal education. Students go directly from pre-university into one of the Faculties. Their programs from then on are controlled entirely by that Faculty, though some subjects are taught by one Faculty for students of the others. For example, all English is taught in the Arts Faculty. A special two-year course in English is offered for pre-medical and engineering students, and a four-year course for pure science students. Mathematics is taught by Science Faculty instructors for arts and engineering students. These reciprocal relations are established for practical, utilitarian purposes rather than for liberalizing effects. Students in the Arts Faculty take no science. Students in the Faculty of Science take no courses in social studies.

The best laboratory work has been reported to be given in chemistry; the least satisfactory in physics. Biology is entirely pre-medical in its emphases. Most of the classes are conducted entirely by the lecture method. There is a form of homework by way of reports, essays, extra problems in mathematics, and plates in engineering, but none of the type that demands research or work in the library. Also, as stated above, many of the special lecturers who have only one class to teach actually meet their class not more than 50 per cent of the time. For classes that meet only once a week, such absenteeism can be a serious factor unless the lectures for the course have been published and made available for distribution.

The present type of transcript does not indicate the nature of the courses pursued by the student. The only way to discover what he may have had is to consult the University *Handbook,* and even then it is impossible to discover what electives he took, if any. Transcripts do show quality of work done, both by the grades listed and by the recording of honors. Any student who received First or Second Class Honors is a superior candidate.

Many undergraduates are being sent on government scholarships to the United States to finish their undergraduate work and to continue into graduate school. They may be first, second, or third year students. One of their greatest problems is their lack of facility in the use of oral and aural English. It is often necessary for them to spend their first half-year learning to understand spoken English and to converse in it. It would be much better for such students to stay in Bangkok at the American Universities Alumni Language Centre until they are certified as being able to attend classes in an American school.

Placement Recommendation for Students Who Have Attended Chulalongkorn

It is recommended that the four- and five-year degrees from Chulalongkorn University be recognized as bachelor's degrees. Persons who wish to take up graduate or professional study should be required to make up deficiencies in the major and in essential related or general background areas. In some cases it may be impossible to assess these deficiencies until the student arrives.

All candidates should be required to show evidence of sufficient ability in the use of English.

Students who have not finished their degrees, including students who hold one of the three-year diplomas, should be required to fill in general education areas that were not covered at Chulalongkorn, in addition to meeting major and minor requirements for the degrees to which they aspire. This means that the holder of a three-year diploma will in most cases need three or four semesters in the United States to get a bachelor's degree.

In selecting students, preference should go to those who have graduated with First or Second Class Honors and to those who made high grades. Students whose grades are primarily in the low sixties should be looked on as doubtful candidates, especially so if they had to be "reexamined" in order to pass some of their subjects. In dealing with students who have not finished their degrees and whose grades are low, we should be careful not to risk taking students who are academically ineligible to continue at Chulalongkorn.

The bachelor's degree in education, consisting of three years in one of the other Faculties and two in Education, is a first degree and should be accepted as such. In those cases where a student received a bachelor's in arts or in science and then went on to take work in education leading to a diploma or degree, it should be borne in mind that the first year in the Department of Education is made up of introductory courses, the first courses the student has taken in education. They should be thought of as comparable to undergraduate work in the United States and should not receive any graduate credit.

In those cases where a master's or doctorate from Chulalongkorn is offered, the graduate school to which application is made will have to determine in its usual way the level at which the student must begin and the requirements he must meet to obtain a further degree.

In those cases where the transcript gives only subjects and examination grades it will be difficult to allocate semester or quarter hours of credit, if that must be done. Chulalongkorn publishes a catalog, called the *Handbook,* in English, but most evaluators will not have access to it; and it would not always give information on hours of meeting, even if they had it. One may, of course, distribute credit pro rata among the courses listed, but that is only a stop-gap method and often gives illogical results. In any case one should be careful not to allow an amount of credit that is unreasonable in comparison with similar curricula in the United States. In case hours are given, they must be reduced so that the credit allowed does not exceed the number of semester or quarter hours one could earn in the same time in a United States institution.

THE UNIVERSITY OF THAMMASAT

History

The University of Thammasat has in some respects origins similar to those of Chulalongkorn. A law school was inaugurated in 1897, which after various changes in name and purpose as well as organization, became in 1933 the nucleus of a new university called the University of Moral and Political Sciences, located at Bangkok. In 1952 a royal enactment gave the name, University of Thammasat, to the institution.

The enactment recognized four Faculties: Law, Commerce and Accountancy, Political Science, and Economics. The University was empowered to grant bachelor's, master's, and doctor's degrees. In 1954 another royal decree created the Faculty of Social Administration, which includes both social administration and journalism.

The most recent expansion came in 1955, when another royal decree established the Institute of Public Administration. This Faculty is being sponsored jointly by the United States International Cooperation Administration and the Government of Thailand by means of a contract between Indiana University and the University of Thammasat whereby Indiana University furnishes technical assistants to help organize the Institute. In return, Thammasat sends a number of Thai students and civil servants to Indiana University for training in public administration.

Admission

Entrance to Thammasat University is based on the successful passing of the final pre-university examination, or on a "Higher Technical Certificate," such as a certificate from a teacher training institution or from the Patoom Wun Engineering School.

Practices

Thammasat University is patterned after the continental type of institution which does not require attendance at lectures. The lecturer has his lectures published and made available to students at a reasonable cost. Lectures are not necessarily the same year after year, because they must be revised to keep them up to date.

Because class attendance is not required, there has grown up a practice of accepting "external students." They enroll in the university but do not attend classes. They are usually civil service employees, or employees in banks or business concerns, or students in other colleges or universities. Since the examinations are based entirely on the lectures, it is not necessary for external students to do any library work or collateral reading. On revised lectures or new interpretations, external students may be at a loss unless they keep in touch with students who attend.

The newly organized Institute of Public Administration has apparently ruled out external students, for its prospectus announces that class attendance is compulsory. Students at the Institute are on a full-time basis, recruited by competitive examination open to any student having a bachelor's degree from a recognized university in Thailand or elsewhere. They must know the English language.

Thammasat has two terms or semesters, the first from the third week in May to the first of September, and the second from the third week in September to the last of December. There is no examination at the end of the first semester, except in the Institute of Public Administration. There are two examinations, the first at the end of the second semester, and the second about the end of April. The second examination is given for those who were not ready to take the first one, and for those who failed. Although the university does not use the term, "re-examination," the second examination may be looked upon as such by those who failed the first one. A student is in no way limited in the number of times he may take an examination. All courses are compulsory, with no electives. A student accumulates the courses he passes, no matter how long it takes him. It may be possible for him to spend several extra years in this endeavor. Apparently a person is kept on the roll indefinitely, even, it seems, after he has ceased all efforts to complete his degree. These rules do not apply to the Institute of Public Administration which follows standard American practices.

Enrollment

Table 16, based on statistics of enrollment for the school year of 1954, gives the data for those who enrolled during that year, the total enrollment on the books at that time, the number of graduates that year, and the number who received diplomas.

TABLE 16

THAMMASAT ENROLLMENT 1954

	Enrolled in '54		*On Books in '54*		*Degrees in '54*		*Sub-Degree Diplomas*	
	Men	Women	Men	Women	Men	Women	Men	Women
Undergraduate Level								
Law	1188	91	5843	324	112	4	85(a)	2
Political science	37	0	461	7	16	0	7	0
Economics	209	27	555	60	9	1	12	0
Social welfare	283	136	283	136				
Journalism	32	4	32	4				
Commerce and accountancy	477	354	3079	2013	27 50	30 27(b)	27 50	24 43(c)
Graduate Level								
M.A. Degree (d)								
Law	277	5	1632	21	3	0		
Political science	71	0	839	4	11	0		
Economics	25	1	531	27	2	0		
Social welfare	3	0	11	0	0	0		
Diplomacy	26	0	154	6	1	0		
Ph.D. Degree (e)								
Law			10	0				
Political science			5	0				
Economics			15	0				
Diplomacy	1	0	1	0				
Total	2629	618	13451	2602(f)	231	62	181	69

(Explanatory notes at bottom of page 53)

This table does not show how many were full time on-campus students, and how many were external students, nor does it show the number of years that a student may have had his name on the books.

Institute of Public Administration

The following description of the curriculum is taken from a mimeographed prospectus:

> It is intended that the curriculum of the Institute should develop in the framework of the broadest possible meaning of public administration. Thus, the curriculum will include courses dealing with principles and processes of public administration, organization and methods, public finance, local government and administration, personnel administration, budgeting, administrative law, etc. It should also provide broader perspectives by including studies of comparative government and comparative administration. An effort should be made to place the public administration curriculum in the content of the social science studies. This can be done by introducing the students to material in the other social science fields, by demonstrating their relevance in the field of public administration and by organizing the public administration offering, at least in certain fields, along broad social science lines.
>
> The principal emphasis in curriculum development initially will come at the graduate level and will provide offerings aimed at the attainment of the M.A. degree in Public Administration. Normally two years of study will be required for securing this degree. It is anticipated that a normal full-time study program for the M.A. degree will include about eight courses over a period of four consecutive semesters meeting four or five periods a week. Class lectures and discussions would be supplemented by reading assignments, individual reports and papers, and internships and field trips. . . . It is anticipated that the basic course requirements for the M.A. would include the following:

(Notes for Table 16)

(a) A three-year, sub-degree course, grants a diploma which places one on the officer level, civil service, one thick bar.

(b) The degree in commerce and accounting requires five years.

(c) A diploma for accounting only.

(d) A two-year course. The first part includes eight subjects studied throughout the year. The second part consists only of research and thesis.

(e) All research and thesis, following the M.A. degree, like the British system. There is no attendance at classes after the M.A. level.

(f) These totals include all students who have ever enrolled for courses.

Principles of Public Administration
Organization and Methods
Personnel Administration
Administration of Public Finance
Budgeting Principles and Practice
Local Government and Administration
Administrative Law

It is obvious that the rules and regulations of the Institute are more in line with those followed in the United States, whereas those of the other Faculties of the University are fashioned after British models.

Transcripts

The transcript furnished the graduate or former student consists of a statement signed by the Secretary-General of the University, stating that the proper degree has been conferred upon him, or that he is a student in a certain class. Then, after a statement such as "His record is:" will appear a list of examinations passed with percentage grades. Courses are grouped as first year, second year, etc., but the record does not give the dates of entering and leaving nor the dates of the individual examinations. Only passing grades are reported, no mention being made of failures. Passing is usually 60 per cent.[5]

Comments

Two questions arise about the work done at Thammasat. One concerns those students who are enrolled as full-time students at some other institution of higher learning and are concurrently taking external courses at Thammasat. It is thus possible for a student to get his Bachelor's degree at Chulalongkorn and his Bachelor of Law degree at Thammasat at the same time. The second question concerns the time element. Let us take an illustration from the Faculty of Economics. One of the first-year courses is Principles of Economics. An external student may have passed the examination in this course in 1940, and yet does not receive his degree until 1956. Can it be truthfully said of him that his 1940 economics would be on a par with the 1956 version?

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[5] Transcripts seem to indicate a passing grade at 50 in the Faculty of Law. The university is rapidly improving its practices, so that some of the statements made in this section are no longer applicable. A transcript issued in 1958 shows the date of the student's degree, his grade average, good behavior, and the following grading scale for the Faculty of Law: 50-59 per cent, average; 60-69 per cent, good; 70-79 per cent, superior; and 80 per cent and above, excellent.

Placement Recommendations for Students and Graduates of Thammasat University

In comparing Thammasat and Chulalongkorn, it quickly becomes obvious that the degrees at Thammasat are based on looser procedures regarding attendance, time spent, and recording practices. It may be assumed in the case of applicants who appear to have spent many years getting their degrees that they were not full-time students. It may even be asked seriously in some cases whether they were successful students, particularly if grades are low. Evaluators should accept only candidates whose records show good grades and normal progress.

Those with degrees and good grades may be accepted into programs for which they seem to have an appropriate background. Those without degrees should be evaluated on a very conservative basis.

Transcripts for work taken in the Institute of Public Administration may be evaluated on a basis similar to that used for work taken in a United States institution at beginning graduate level.

THE UNIVERSITY OF MEDICAL SCIENCES

Organization

There is a tendency in Thailand to decentralize higher education and to duplicate courses and departments at differing institutions. Schools or departments are frequently transferred from one university to another. The University of Medical Sciences contains a number of schools, each with its separate history.

The oldest units are the Siriraj Hospital School of Medicine (formerly called the Royal College of Medicine), and the School of Nursing and Midwifery, both established in 1889. The School of Pharmacy dates from 1913, Dentistry and Dental Hygiene from 1940. A second school of medicine was set up at Chulalongkorn Hospital in 1947. Units in public health, sanitation, and public health nursing were opened in 1948. Medical technology was added in 1954.

The University of Medical Sciences is an organization of various schools, each of which maintains its own faculty and location, but all of which are under the direction of a Board whose chairman is the Minister of Public Health. The members of the Board are the deans of the various participating colleges, the presidents of the college councils, and members of the faculties specially appointed to the Board.

The teaching staffs in 1955-56 at the various member schools of the University of Medical Sciences show the following totals: Medicine, at Siriraj 137, at Chulalongkorn 121; Dentistry 43; Pharmacy 44; Public Health 32; Nursing and Midwifery 55; Dental Hygiene 12; Sanitation 16; Public Health Nursing 28; Medical Technology 10, making a grand total of 498 faculty members. Of these, 348 were giving full time and 150 part time instruction. By rank there were 64 professors, 90 associate professors, 67 assistant professors, 207 instructors, and 70 assistant instructors.

Entrance Levels

The two schools of medicine and the schools of dentistry and pharmacy require two years of pre-medical work at Chulalongkorn, followed by entrance examinations. In the schools of dental hygiene, sanitation, and medical technology students must have completed matayom 8, but for the School of Nursing and Midwifery graduation from matayom 6 is sufficient.

Status of the Pre-Medical Course

Originally all pre-medical work was given at Chulalongkorn University with identical programs for all students, whatever school (medicine, dentistry, pharmacy, etc.) they planned to enter. Pre-medical students tend to prefer to go into the study of medicine; but when the quotas for the two schools of medicine are filled, those who remain apply for one of the other schools in the University of Medical Sciences. Those who are admitted to the medical schools have their choice of Siriraj or Chulalongkorn, but the secretary-general must see that the number at each school is in proportion to its facilities. At the end of the fourth year students at both schools of medicine take the same final examination.

There is a feeling in some of the member schools of the University of Medical Sciences that the pre-medical course at Chulalongkorn is too narrow in scope. It is heavily loaded with introductory science courses, and only passing attention is given to English, sociology, economics, and general psychology. Partly because of this dissatisfaction, but more because Chulalongkorn has not been able to expand the program to include the increasing numbers of students wishing to prepare for the many allied medical programs, some of the schools have recently started their own pre-medical classes. Pharmacy scheduled this change for the year 1956-57.

Grading

For all students in the University of Medical Sciences the passing grade is 60 per cent, except for the graduate degree in pharmacy, where it is 80 per cent. Grades are based on laboratory work, quizzes, and a final examination at the end of term 3.

If a student fails more than two subjects, he may repeat the year's work. Failure in one or two subjects permits him to take a re-examination. He may repeat a course he has failed, but he must also repeat all other courses in which he did not receive a passing grade of 70 per cent. Failing to pass a repeated course or year automatically retires him from the school. However, if he fails his first year, he may elect to enter some other school of the University.

The Schools of Medicine

The degree Doctor of Medicine is granted for four years of study in anatomy, physiology and biochemistry, pharmacology and pharmacy, pathology, bacteriology, parasitology, forensic medicine, hygiene and public health, medicine and specialties, pediatrics, surgery and specialties, ophthalmology, otolaryngology, obstetrics and gynecology, radiology, and psychiatry.

Graduate degrees offered are those of Doctor of Science in Medicine, and Doctor of Philosophy. Such work is entirely research in nature, carried on under the professor whose specialization it is.

The School of Dentistry

The School of Dentistry gives the degree Doctor of Dental Surgery after four years of required courses in anatomy, physiology and biochemistry, bacterio-pathology, pathology, parasitology, operative dentistry, prosthetic dentistry, dental anatomy, dental histology, dental pathology, materia medica and therapeutics, surgery, dental surgery, medicine, diagnosis and treatment planning, orthodontia, radiology, histology, dental ethics and dental jurisprudence, economics, psychiatry, hygiene and public health, and dietetics.

The degree of Doctor of Science in Dentistry is granted for advanced work with the permission of the Dean.

The School of Pharmacy

The School of Pharmacy grants the degree of Bachelor of Science in Pharmacy after three years beyond the two-year pre-pharmacy course (until 1956 this was the two-year pre-medical course at Chulalongkorn University).

Subjects required are pharmacy, operative pharmacy, manufacturing pharmacy, prescription practice, pharmaceutical administration and economics, pharmaceutical chemistry, pharmaceutical assaying, food chemistry, systematic botany, pharmacognosy, bacteriology, clinical pathology, anatomy, physiology, bio-chemistry, pharmacology, nutrition, hygiene and sanitation, and foreign language.

Two more years of study and research lead to the degree of Doctor of Science in Pharmacy.

The School of Public Health

The School of Public Health is a graduate school, requiring one year of study for the degree of Master of Public Health. The students are qualified doctors of medicine.

The School of Nursing and Midwifery

The School of Nursing and Midwifery offers a diploma after three and one-half years of study following matayom 6. In 1956-57 a degree course in nursing and health was introduced for matayom 8 students.

The School of Dental Hygiene

The School of Dental Hygiene grants a diploma in dental hygiene after a two-year course for those who have a diploma in nursing and midwifery, and after a three-year course for all others. Matayom 8 is a prerequisite for the three-year course.

The School of Public Health Nursing

The School of Public Health Nursing grants a diploma to graduates of the School of Nursing after two years of study.

The School of Medical Technology

The School of Medical Technology grants a diploma following three years of study. Matayom 8 is a prerequisite. Courses required are biology, chemistry, physics, English, psychology, sociology, physical education, microbiology, anatomy, physiology, sanitation and hygiene, bio-chemistry, clinical bio-chemistry, haematology, clinical pathology, and X-ray technology. Students who pass with an average of 70 per cent or better are allowed to continue one more year to receive the degree of Bachelor of Science in Medical Technology.

The School of Veterinary Medicine

The School of Veterinary Medicine is no longer in the University of Medical Sciences, having been transferred to Kasetsart University.

Comments

All the member schools of the University of Medical Sciences type the student's transcript, except the School of Pharmacy, which has a printed form listing only third, fourth, and fifth-year courses.

Graduates of the four-year or five-year degree courses have been admitted to graduate standing in the United States in schools of medicine, pharmacy, and dentistry, and have made good records.

Undergraduates in the University of Medical Sciences generally continue their courses until they receive a diploma or a degree. They are not likely to be a problem for admissions officers in the United States.

Placement Recommendations for Students and Graduates of the University of Medical Sciences

The American Medical Association and related organizations have worked out procedures to evaluate the background of holders of M.D. degrees who wish to intern, take residencies or practice in the United States, and these procedures should be followed in cases where they are applicable.

In the case of degree holders in medicine, dentistry, pharmacy, and other professional fields who wish to practice in the United States, it is assumed that state licensing boards will determine their eligibility to practice. If they wish further degrees or post graduate training, the admissions officer will undoubtedly be guided by specialists in the school to be entered. In some cases the standards of professional and/ or accrediting agencies will furnish guidance.

All applicants, whatever their background or their intentions, should be carefully checked to make sure they have proficiency in oral and aural English.

Students and graduates of the schools of medicine will have had only two years of pre-professional courses in the university, whereas Americans at the same stage have had three or four. The biggest shortages will be in the humanities and social studies; but there will also be gaps in the coverage of the sciences, particularly as regards individual laboratory experience. A student wishing to enter a United States medical school as a freshman or transfer should be required to do at least a year of further pre-professional study in an approved college or university in the United States. A student with an M.D. degree may wish a second M.D. or may wish to be a postgraduate. The institution will, in either case, apply its established policies.

Schools of dentistry should evaluate the records of freshman and transfer applicants on a course by course basis and require all deficiencies to be made up. Applicants with dental degrees may be handled for a second D.D.S. or for postgraduate work according to institutional policy and the preference of the applicant.

Records of applicants wishing to transfer into a school of pharmacy should be evaluated on a course by course basis and deficiencies should be made up. Degree holders may be handled as recommended for dentists.

In the case of nursing, the three and one-half-year diploma course is based on a tenth grade rather than a twelfth grade entrance standard; and this, plus a general lack of laboratory experience and facilities at all levels of education, would imply that caution ought to be exercised in evaluating records of nursing students and graduates. Persons with the diploma in nursing could be, if capable in English and well recommended, allowed to improve their status as nurses by taking additional training in a basic nursing program or by working toward a bachelor's degree in nursing or a related field. Such a bachelor's program should include courses in science and humanities that would help to offset defects in prerequisite fields and in general education. When the degree course based on matayom 8 is in full effect, graduates of that program will be chronologically comparable to graduates of the four-year B.S. in Nursing in United States schools.

The diploma in public health nursing involves two years beyond the nursing diploma or five and one-half years in nursing and public health based on ten years of general schooling. Such a candidate should be allowed to continue toward a bachelor's degree in a nursing field.

The School of Dental Hygiene accepts students who have either finished matayom 8 or hold the nursing diploma. Work in this two-year course is thus chronologically beyond the high school; but it is of such specialized nature that it can hardly be recommended for credit toward a United States college degree.

The work in medical technology, if offered for transfer, should be evaluated on a course by course basis.

The Doctor of Science degree given in medicine, dentistry, and pharmacy is based on individual research and no blanket evaluation or recommendation seems possible. If presented as part of a professional man's credentials, persons with professional background will determine what recognition to give. The Master of Public Health degree differs from the above mainly in that a recognized curriculum of lectures seems to be involved.

THE COLLEGE OF EDUCATION

Organization

The College of Education was established in 1953. Prior to that date it was one of the kingdom's thirty-odd teacher training institutes. The old program of the elementary teacher training institute was terminated with the class that entered in 1953 and graduated in 1956.

The first class of four-year students, all graduates of an elementary teacher training institute, was admitted in 1953; but the formal creation of the College of Education did not take place until the king signed the College of Education Act in September, 1954. Article 5 of the Act states:

> The College of Education shall be an educational and research institute in matters pertaining to education and other related subjects, with the aim to improve the educational status of teachers, instructors, and educational administrative officers.

Article 26 states:

> The College Council has the authority to award degrees, diplomas, and certificates in education and other related subjects to graduates of the college.

Article 27 lists the degrees:

> There shall be three steps of degrees, as follows: doctor's degree, master's degree, and bachelor's degree.

Article 30 says:

> Apart from courses for degrees or diplomas, the College may sponsor studies for and examinations in other fields, with the aim

> of giving out certificates in these fields . . . according to the curriculum and procedure stated by the College Council.

Remarks at the end of the Act name the various fields of education to be covered as elementary, secondary, vocational, and educational administration.

The College is organized on the quarter basis of thirteen weeks to the quarter, a scheme followed throughout Thailand. The school year begins in May and ends in the following March.

Entrance Levels

The main campus, at Prasarn Mitr Road in Bangkok, admits at freshman level on the basis of a diploma from one of the elementary teacher training institutes and at junior level on the basis of a diploma from a secondary teacher training institute. Applicants at both levels are required to take entrance examinations because more persons apply than can be accepted. Many of the candidates have already worked as teachers.

The institution has two branches, one at Patoom Wun on the campus of Chulalongkorn University, and one at Bang Saen, a seaside resort about seventy-five miles from Bangkok. Both these branches acccept students only at freshman level and only from pre-university schools. This means that the branches have students with a very different type of background from those at the main campus. They are younger for the most part, and without previous training in education or experience in teaching.

Curriculum

The fact that new students are accepted at two distinct levels, and the fact that a few of the students who enter at the lower level leave at the end of two years to teach for a while, cause a considerable temptation to cover all essential subjects twice, once at the lower level and again at the upper one. It may also be said that the college in its first year or so, had so many emergency situations in arranging its program for each term that there was hardly time or opportunity to make an overall study of what should be taught; and so each of the first three classes had a program different from that of preceding or succeeding classes. It may also be noted that the subjects offered at the Patoon Wun and Bang Saen campuses were not, for various reasons, identical with those offered at Prasarn Mitr. The academic subjects consistently offered have been English language and literature, required and elective mathematics, biology, physics, chemistry, geography, and Thai language and literature. Since each student's classes and hours are fully listed on his transcript it seems unnecessary to go into detail about curriculum more than to say that of sixty-seven courses offered in the first three years of the existence of the College, thirty-one, or almost 50 per cent were offered only once. Also, the same course has shifted from level to level. In many cases the names of courses are so similar that it seems highly probable that a good bit of duplication was involved. For example, courses were given with these titles: Elementary Education, Education in the Elementary School, Learning in Elementary Education, Principles of Elementary Education, Theory of Elementary Education, and Elementary Curricula. The same can be shown for secondary education courses, for school administration courses, for vocational education courses, and for courses in counseling and guidance and methods.

Students who come from the elementary teacher training institutions have had such a formal, theoretical, memory-type of preparation that members of the staff find it necessary to retrace some of the ground students have previously covered in order to direct them into more of an activity type of procedure.

Until recently Thai education has had little contact except with Thai and continental influences. But now that some of the principals of the teacher training institutions have been in the United States and have come in contact with a variety of teaching methods, these people are working toward different practices. In 1955 the Ministry of Education held a compulsory six-week summer in-service training school in Bangkok for all principals and teachers of the elementary teacher training institutes to work out a program for the first year of the new two-year curriculum. In 1956 arrangements were made with the College of Education to give college credit for another such session to prepare for the second year of the new curriculum.

A Twilight School, a combination evening session and extension plan suggested by Dean W. W. Wright of Indiana University when he was in Thailand in 1955, has been enthusiastically developed. In 1956 a six-week summer school was conducted for credit as a regular part of the College program.

Some Comments and Problems

INITIAL PROBLEMS. The effort to get all four years of the program under way quickly with a staff partly from Thailand and partly from Indiana University gave rise to a situation that left many loose ends. The overlapping of courses has been mentioned; also the lack of consistency in the levels and sequences within which courses and subjects were taught. In addition, it seems probable that courses in education were expanded more rapidly than courses in subject matter and that too many hours were given to professional work and too few to general education and to training in teaching subjects.[6]

Students who have graduated from the two-year secondary teacher training institutes are accepted as juniors in the College, even though it is obvious that they have not had the same subjects, and perhaps not even the same quality of training, as students who spent their freshman and sophomore years at the College.

RECORDS. The College started with a normal student load of thirty class hours per week, carried over from the elementary teacher training institute, and continued this schedule until the end of the year 1954-55. After that, a load of twenty hours per week was adopted. However, one major exception was made in recording these credits. In the quarter (normally the second quarter in the sophomore year and again in the senior year) when the student was doing field work and student teaching, he was, until the end of 1955-56, recorded as receiving only ten hours' credit (instead of thirty or twenty) even though he was working full time. Beginning with 1956-57 the quarters spent in practice teaching and field work have been recorded as twenty hours.

Another problem will present itself to persons reading the College transcripts. Work is normally included which was taken in secondary teacher training institutes and perhaps in other Thai institutions. In some of these cases, hours are not indicated for the courses transferred from the other institution. If hours are given for work at a secondary teacher training institute, the normal student load there is twenty-five hours per quarter.

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[6] Prior to 1955 the curriculum was 70 per cent professional and 30 per cent general or academic. In that year a decision was made fully to reverse this ratio. At present it is approximately 65 per cent general or academic and 35 per cent professional. The policy will be fully implemented when sufficient staff members have been trained.

English. The level of courses in English may sometimes be difficult to assess. Students who enter the College have normally studied English in matayom and teacher training institutes for from eight to ten years; yet their use of the language varies so widely that the College has had to establish freshman English courses at a level that covers material the students should have learned in earlier years. The college classes are of a different calibre from those in preparatory schools; yet there is undoubtedly some duplication. This sounds very much like the problem of freshman English and foreign language teaching in America.

Laboratory. Science courses prior to 1955-56 had no double periods for laboratory or demonstrations. Biology in 1955-56 had double laboratory periods, as did chemistry in the third term of that year. Classes in shopwork in practical arts began to require double periods for half credit at this same time.

Degrees. The College grants the same degrees on its two-branch campuses though the entrance requirements and type of students differ somewhat. Courses offered probably differ also. The degree of the College is Bachelor of Education in the following areas: elementary education, secondary education, vocational education, and educational administration.

The College does not, so far as is known, take students on the basis of a teacher's certificate gained by examination without full sequences of secondary education and/or teacher training; but the existence of large numbers of teachers with such credentials raises the probability that such teachers will find their way into College by way of the Twilight School, Summer School, or otherwise.

Placement Recommendations for Students and Graduates of the College of Education

The bachelor's degree of the College may be recognized as a basis for entering graduate work in education. Applicants should be screened on the basis of grades, subjects, and command of English. It would however be advantageous to most of these students if they could be required or at least encouraged to fill gaps in their general education and to expand their acquaintance with their teaching subject-matter fields. To this end it may be wise to require an extra semester or two beyond the minimum for the master's degree.

Holders of the education degree who apply to do work in other subjects will in most cases need to do a good bit of undergraduate work before they will have the background suitable for graduate work.

Students who have attended the College but who do not have degrees may be considered for advanced standing on the basis of subjects taken and grades made. In estimating hours of credit the evaluator should keep in mind the normal student load in his own institution and should not give excessive credit for the courses in the College. The 10, 20, 25, or 30 hours shown on the College transcript for a quarter should be scaled down to 10 semester hours or 15 quarter hours. One should also be on the watch for subjects which because of content, fragmentation, probable level, or possible duplication, would not be applicable to the degree the student wishes to take at the United States institution. Particularly in the case of English and sometimes in other areas, the evaluator may wish to leave the amount of credit open until the student has achieved placement in the United States institution. Evidence of facility in English should be required.

If cases occur where a part of the credential for evaluation is a record of teacher qualification earned by examination without attendance at a training institution, this part of the record should not be accepted for any advanced standing. Probably such students should not be accepted at all unless they have done work in the College with an average of B or better. Work in a secondary teacher training institute or other Thai institution accepted by the College of Education for advanced standing may be evaluated as if it had been done in the College.

The six-week summer school, if subjects are acceptable, may yield about five semester hours of credit. The work done at the Twilight School may be regarded as extension work.

KASETSART UNIVERSITY

Background

In order to train men to go into government services and to promote the cause of agriculture in Thailand, Premier Phibulsongkram was instrumental in 1943 in establishing Kasetsart University on the outskirts of Bangkok. Kasetsart is organized more on the pattern of American institutions than other Thai universities, in that it has schools or colleges instead of Faculties, a semester rather than a term plan, and a unit and credit system of courses and grades.

The University has six colleges: Agriculture, Cooperative Science, Fishery, Forestry, Veterinary Medicine, and Irrigation Engineering. Entrance is based on examination following graduation from a pre-university school. Academic preparation is the regular basis for admission. The chances are that all candidates have followed the science track in their pre-university courses. The standard degree is a bachelor's at the end of five years. All the colleges except Veterinary Medicine also award a diploma after three years of work.

Each semester is four and one-half months in length, the first from May to September, the second from November to March. April and October are vacation months. The unit is one hour of lecture a week for one semester. A unit in laboratory is from two to three hours a week for one semester. The number of units carried per semester is ordinarily fifteen to twenty. In agriculture, one hundred hours of field work near Saraburi in the northeast, or near Sriraja, are required during the summer of all who are working for a degree. The school day is from 8:00 A.M. to 12:00 M., and from 1:00 to 4:00 P.M. Physical education and military training come from 4:00 to 5:00 P.M.

In the grading system, 60 per cent is passing. Students are not required to repeat the work of a whole year if they fail only one or two courses. They advance course by course, but two successive failures in a course bring dismissal from the university. A student who fails 30 per cent of his units in a semester may change to another college. To pass from the third to the fourth year a student must have an average of 70 per cent in all of his courses; but beginning with the fourth year all that is required for graduation is passing the courses. The reason given for this seeming greater leniency in the upper level is that the student had to exhibit better than average ability to get into the upper level courses.

Grades are based on various factors, of which the only universal requirement is 80 per cent attendance. The others, which are the prerogative of the instructor, are laboratory, quizzes, final examination, notebooks and field work. The usual proportion is one-third each on laboratory, quizzes, and the final examination.

The grading system is:

A	90-100	credit points 4
B	80-89	credit points 3
C	70-79	credit points 2
D	60-69	credit point 1
Condition	50-59	entitled to re-examination
F	Below 50	

Four subjects are required of all students in all colleges: English, cultural science (a course in social customs), physical education, and military training. English is required during all five years, because it is the key necessary to open the books in all courses of study and therefore furnishes more chances for self-improvement. Students and staff members are being sent every year to the United States and to the Philippines. Plans are under way to send some to Holland and Denmark. Since practically all books in the areas taught are in English, the day may come when classroom teaching will be conducted in English. Physical education is required one hour a week for all five years. Military science is required for three years, giving a second lieutenant's rating at the end of the work.

Agriculture

The College of Agriculture has a five-year course, to give more time to improve the student's English and to make possible other needed courses. Then too, graduates enter the salary scale at a higher rate than from a four-year course. The heaviest year of the course is the first year, when students carry a load of forty-five units and sixty-three hours, most of which are spent in the laboratory. In the senior year, ten units of the required thirty are devoted to a research problem, called a thesis. The student specializes in agronomy, meteorology, entomology, agricultural engineering, agricultural economics, or animal husbandry.

In 1954-55 the College of Agriculture began to offer graduate work leading to a master's degree, but only in those departments which have instructors qualified to offer advanced work, much of which is of a research nature. The College has issued a bulletin in English.

Girls have been admitted to the College of Agriculture only since 1952. At first there were only two, but in 1956 there were fifty. They come to Kasetsart to study the applied type of science, since only the "pure" type is taught at Chulalongkorn. A natural result of their coming to Kasetsart was the establishing in 1956 of a Department of Home Economics. The Ministry of Agriculture is interested in the preparation of home demonstration workers. The courses in the Home Economics Department will emphasize basic science, food science, and home science. The College entertains the hope that eventually the Ministry of Education will approve the plan of making these girls eligible for teaching after earning a bachelor's degree. At present, those who graduate will go into the Ministry of Agriculture as home demonstration workers. Future career opportunities will undoubtedly develop from this promising beginning. The Rockefeller Foundation has made a grant of $25,000 for textbooks and equipment for the department. The director has a pharmacy degree.

Veterinary Medicine

The College of Veterinary Medicine was first set up at Chulalongkorn University in 1937. In 1942 it was transferred to the University of Medical Sciences, and later to Kasetsart University.

Cooperative Science

The College of Cooperative Science trains students to enter the Cooperative Ministry, where they will assist in establishing and furthering cooperative credit societies, cooperative land improvement organizations, cooperative marketing groups, and a few others. The land improvement cooperatives organize farmers in a localized extension program whereby they may cooperatively purchase a large piece of land, divide it among themselves, operate it, and initiate irrigation projects. The marketing cooperatives deal almost entirely in rice and soy beans. At present the College of Cooperative Science course is only four years, but will be extended to five.

Fishery and Forestry

Students in the Schools of Fishery and Forestry pursue the same course for the first two years.

Irrigation Engineering

The most recent addition is the School of Irrigation Engineering, established in 1952. At the time this material was gathered it had not yet graduated any five-year degree students.

Enrollments

Enrollments in the various colleges for the year 1955-56 were as follows: Agriculture, 469; Forestry, 129; Cooperative Science, 133; Fishery, 33 (third year and above only); Irrigation Engineering, 77; Veterinary Medicine, 32; total, 873.*

Ninety per cent of the graduates go into government service, after two years in the armed services. Others go into private companies like tobacco, fertilizer, and sugar, or into commercial firms. A few go into actual farming.

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* A figure for 1957 gave the enrollment of Kasetsart University as 1,034 (942 men and 92 women).

Transcripts

For transcript purposes, each student receives a typed letter giving his name, the degree, and date, and a statement of his good character. Accompanying the letter is a record of the courses taken each year, the percentage grade for each course, the number of units for each course.

Placement Recommendations for Students and Graduates of Kasetsart University

Holders of degrees who wish to continue in fields they have majored in, may be considered for further training or for graduate admission at institutions having appropriate offerings. In most cases, especially so in veterinary medicine, professional standards, institutional policies, and availability of training facilities would have to be considered. In all cases the student's ability in English, his grades, and the comparability of his undergraduate program to the customary undergraduate work in the United States should be considered.

The records of students with less than a full degree, including those with the three-year diploma, should be evaluated on a course by course basis.

THE ROYAL MILITARY ACADEMY[7]

Background

The Royal Military Academy of Thailand used West Point of the United States as its organizational and curricular model. Courses include academic instruction and military training, designed to develop the character and personal attributes essential to an officer and to provide a balanced and liberal education in the arts and sciences.

There are eight regular academic departments, each headed by a professor: mathematics, physics and chemistry, language (Thai and English), civil engineering, mechanical engineering, electrical engineering, social sciences and law, and ordance and military history. The technical departments are military hygiene and tactics. The content of the social science program is interesting. It includes Thai history, geography, civics, history of modern Europe, history of the Far East, Thai and foreign government, economic geography, law, international relations, and economics.

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[7] The information on the Royal Military Academy was obtained through the courtesy and kindness of Colonel Kalya, Chairman of the Department of Electrical Engineering. I made one visit to the Academy. (C. G. F. Franzén).

Every boy has a textbook for every subject. All texts are in English. Assignments are on mimeographed sheets given in advance. Students come to class to ask questions and to work problems. Class periods are from sixty to eighty minutes in length. There is a large laboratory for physics. The electrical engineering laboratories are new and up to date, especially in electronics, with individual panels for study and experimentation.

Standards

Cadets are chosen on the basis of results in examinations in algebra, geometry, physics, chemistry, Thai, and English. Following the examinations, which are taken by 2,000 students, between 120 and 180 are selected after further oral interviews on history and geography and personal qualifications. A candidate must be at least sixteen or seventeen years of age, and physically fit. All students are day students, and must make their own living arrangements. The program consists of a two-year preparatory course comparable to pre-university, and a five-year professional course. At graduation, each cadet receives the B.S. degree and becomes a second lieutenant in the Thai Army. He then goes to the ground school to receive specialized training in the service unit he has chosen. (The choice is made a month or two before graduation, and is according to rank in the class, the highest having first choice. The areas are signal corps, artillery, engineering, ordnance, armored division, and combat troops. There is a quota for each corps.) After the completion of the special service training the cadet is offered a post in the regular army. Because of the careful selection from the large numbers who apply at the beginning of the course, only a very small per cent drop out during the course.

Placement Recommendations for Graduates of the Royal Military Academy

The program is a five-year professional course in which time has to be divided between a rather rigid academic program of the engineering type and the special subjects and drills needed for officer training. Sixty-two per cent of the academic time is devoted to science and engineering. Men who come to the United States as professional soldiers will probably be accepted on the basis of their rank and mission more than on the basis of their educational background. Men who come on their own as degree candidates and not as government representatives should probably be placed on the basis of a course by course evaluation. In a field for which their preparation is suitable they could be accepted as graduate students.

THE UNIVERSITY OF FINE ARTS

Background

In 1923 Signor C. Feroci, an Italian sculptor, came to Bangkok. He conducted his own studio until 1934, when he established a school of art. He attracted the attention of the prime minister through an exhibition given by his students. In 1943 an independent University of Fine Arts was created by royal edict. Although the institution is really only a college, it is called a university because of the additional prestige the name "university" carries, both in government circles and among people in general. It means a larger budget and better salaries for the teachers, and higher standing and better salaries for its graduates. Another advantage is that students are exempt from military service in the ranks. University students receive officer training and become second lieutenants upon graduation.

According to Signor Feroci there is little appreciation of art in Thailand, and little or no opportunity to earn a living as an artist. Students go into some commercial art activity such as advertising, drawing posters, devising scenery for the cinema and theatre, designing furniture, interior decorating, teaching in government or private schools, or government service, especially the military. Five-year degree students can secure positions in the university or in government service as artists.

Pattern of Courses

There are four departments: painting and sculpture, established in 1943, and Thai architecture and archeology, established in 1955. Students may come from matayom 6 or from pre-university. Those coming from matayom 6 receive a two-year pre-university course with more emphasis on the art phases of education than is given in the regular pre-university course. Entrance examinations are given in painting, sculpture, drawing, general education, and English.

Students tend to be poor in English, a subject they need badly because most of the books that deal with the different aspects of art are in English. Consequently a reading knowledge of English is most desirable. A British teacher, who also teaches at Chulalongkorn, teaches at the University of Fine Arts two hours a week. This is not enough.

The entering class in painting and sculpture is limited to thirty students a year. Most of them take the three-year diploma course, which includes on the academic side anatomy, history and critique of Eastern and Western art, Thai literature, and English. The professional courses are modeling, painting, decoration, freehand drawing, composition, perspective, and Thailand old art.

After the diploma course, comparable in level to a junior college in the United States, students who have an average of 70 per cent may be admitted into the advanced two-year course. Very few go this far. If they finish the five-year course they are granted a degree, Bachelor in Arts, or Saw Baw.

The passing grade is 60 per cent. If a student fails two or more major subjects he may repeat the year, but if he fails his second attempt he is dropped. Grades are based 20 per cent on the year's work, 20 per cent on the midyear examination, and 60 per cent on the final examination. Since most of the work done is of a laboratory type, a committee of teachers, rather than an individual, judges each production before a grade is given.

There are instructional fees of 130 baht a year, and a fee of 50 baht for breakage. Students furnish all their own supplies except clay, plaster, and live models.

Facilities

The University is located in several buildings or studios in connection with the Department of Fine Arts of the Ministry of Education, and the teaching staff is recruited from that department. There are eleven instructors each, in painting and sculpture, Thai architecture, and archeology, but each teaches only one or two hours a week in these courses. The usual school day is from 9:00 A.M. to 4:00 P.M., but sometimes from 8:30 A.M. to 5:30 P.M. On Saturdays the school runs till noon. Military training comes on Saturday afternoon.

There are no dormitories for students. Most of them come from Bangkok. Those from the provinces usually live with friends or relatives. Many are poor and have to find outside work to help them to stay in school.

Enrollment

Enrollment figures for 1955-56 were: 53 first year students; 41 second year; 29 third year; 6 fourth year; and 1 fifth year, a total of 130. Of these, 92 were studying painting and sculpture, 18 Thai architecture, and 20 archeology.

Placement Recommendations for Students and Graduates of the University of Fine Arts

Persons with the five-year degree should be considered on the basis of their professional qualifications. If they wish to enter formal courses their placement will depend on their performance more than their course work. The degree can be recognized as a bachelor's; the applicant may or may not have the ability to go on beyond that.

Persons wishing to work outside the field of their specialty will generally be found to have large-scale deficiencies. Those who have not completed the degree and those who do not continue their specialties should be evaluated on a course by course basis. Performance credit should depend upon examination of work done.

THE SCHOOL OF DRAMATIC ART

The School of Dramatic Art has been developing since 1934. One of its purposes is to preserve and popularize the music and drama of the Thai nation. At the present time it has three stages:

(1) Preliminary, corresponding to the six years of junior and senior matayom.
(2) Intermediate, corresponding to the two years of pre-university, matayom 7 and 8.
(3) Advanced, corresponding to three years of university.

In the preliminary stage the course of study prescribed for matayom 1 to 6 is followed except that science, physical culture, first aid, and part of scouting and mathematics are replaced by fundamentals of music and a major and minor from the following six areas: Thai theatrical art, Thai instrumental music, Thai vocal music, Western instrumental music, Western vocal music, and Western dramatic art (Western dramatic art has not yet been offered). On graduation the student receives a certificate of the sixth standard (corresponding to matayom 6) in dramatic art, and is eligible for a minor civil service rank. He is also eligible to continue into the intermediate course.

In the intermediate course the same type of program continues. At its conclusion the student receives a certificate of the second standard in the intermediate course and is eligible for a higher civil service rank.

The advanced course was first offered in 1950. It accepts students who have made at least 60 per cent in every subject taken in the intermediate course. A diploma of the advanced course is given on completion of the three-year course. Graduates may be employed by the institution or in professional acting or music.

Placement Recommendations for Graduates of the School of Dramatic Art

Persons holding the diploma of the sixth standard would not have general formal education acceptable as equivalent to high school graduation in the United States.

Persons holding the diploma of the intermediate course are chronologically comparable to United States high school graduates. For curricula where their shortages in science and mathematics would not interfere too greatly, they might be considered in the same way as is recommended for graduates of matayom 8, the pre-university school.

Persons with the advanced course diploma have had college level professional training in their specialties, though they would normally have considerably less general education than holders of an American bachelor's degree. Each case should be evaluated on its merits. In most artistic fields United States institutions depend heavily on auditions and tests of performance to determine acceptability and placement of American students. The same to the extent it is feasible should be done with foreign students in artistic fields.

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This index has been prepared to facilitate reference to educational terms, educational programs, and names of educational institutions.

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